DOCUMENT RESUME

ED 439 277 CE 079 922

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TITLE	Career Investigation Instructional Modules: Implementation Materials for Texas Essential Knowledge and Skills.
INSTITUTION	Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS AGENCY	Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE	1998-09-00
NOTE	570p.; Funded under Public Law 101-392, Carl D. Perkins.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF02/PC23 Plus Postage.
DESCRIPTORS	*Career Development; *Career Education; Career Exploration; Career Planning; Careers; *Course Content; Curriculum; Educational Needs; Employment Opportunities; Job Search Methods; *Learning Activities; Middle Schools; Money Management; *Occupational Information; State Curriculum Guides; Teaching Guides; *Teaching Methods; Units of Study
IDENTIFIERS	*Texas Essential Knowledge and Skills

ABSTRACT

This curriculum guide for middle school teachers contains eight units that correspond to the Texas Essential Knowledge and Skills (TEKS) for Career Orientation. The units cover the following topics: (1) career planning foundations (interests, aptitudes, and attitudes); (2) locating, analyzing, and applying career information (including information on entrepreneurship); (3) transferable skills; (4) job search skills and international employment; (5) the impact of career choice on personal lifestyle (money management); (6) career planning (setting goals, decision making, and educational requirements); (7) productive work habits and team work skills; and (8) the effects of societal changes on career opportunities. Each unit is divided into one-to-seven stand-alone instructional modules that contain a teacher overview providing the order of presentation of material; notes identifying the instructional purpose of student material; student and teacher information and activity sheets, student tests, and teacher transparency masters; and a teacher answer key. (KC)

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CAREER INVESTIGATION INSTRUCTIONAL MODULES:

Implementation Materials for Texas Essential Knowledge and Skills

Developed and disseminated by:

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In Cooperation with:

Texas Education Agency
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Austin, Texas

September 1998

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Acknowledgements

Career Investigation Instructional Modules: Implementation Materials for Texas Essential Knowledge and Skills was prepared under contract with the Home Economics Curriculum Center, Texas Tech University, through funding from the Texas Education Agency under Public Law 101-392, Carl D. Perkins.

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Special acknowledgment is given to Mary Hendrix, who prepared the original six *Career Investigation* documents which served as the base for developing the new Career Orientation TEKS implementation materials.

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Read This First!!

- This curriculum contains eight units which correspond directly to the Texas Essential Knowledge and Skills (TEKS). A copy of TEKS for the Career Investigation course is included on pages ix-xi.
- Each unit is divided into stand-alone instructional modules.
- To help you document teaching of the TEKS, "TEKS in the Instructional Modules" is provided on pages xiii-xiv. This tool references specific TEKS addressed in each module.
- Teacher's Overview: This section provides the order of presentation for Information Sheets, Transparency Masters, Activity Sheets, and Tests contained in each instructional module. Brief notes identify the instructional purpose of student materials and aid the teacher in focusing classroom discussions. A Teacher Preparation sheet at the front of the overview shows specifically what the teacher needs to prepare before teaching each module. The tests at the end of each module may also be used as open-book review.
- Color-code Key:

Color-code Key:	Yellow	Teacher Preparation
	White	Student/Teacher Information and Activity Sheets Student Tests Teacher Transparency Masters (TMs)
	Blue	Teacher Answer Key

- Page numbering indicates UNIT-MODULE-PAGE sequence.

For example:

I-3-5
Unit I, Module 3, Page 5

**N
O
T
E**

It is advised that teachers in districts offering both Career Investigations and Career Connections courses coordinate instructional activities to avoid duplication and to build a continuum of Career Orientation knowledge and skills.

Chapter 127. Texas Essential Knowledge and Skills for Career Orientation

Subchapter A. Middle School

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.

§127.1. Implementation of Texas Essential Knowledge and Skills for Career Orientation, Middle School.

The provisions of this subchapter shall supersede §75.50(e) of this title (relating to Career Investigation) beginning September 1, 1998.

Source: The provisions of this §127.1 adopted to be effective September 1, 1998, 22 TexReg 5225.

§127.2. Career Investigation.

(a) General requirements. This course is recommended for students in Grades 7-8.

(b) Introduction. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, educational, and career information to set and achieve realistic career and educational goals.

(c) Knowledge and skills.

(1) The student analyzes the effect of personal interest and aptitudes upon educational and career planning.

The student is expected to:

(A) complete a formal career interest and aptitude assessment; and

(B) match interests and aptitudes to career opportunities.

(2) The student knows how to locate, analyze, and apply career information.

The student is expected to:

(A) access career information using print and on-line resources to complete an educational and/or training plan for a career pathway;

(B) access career information using interviews with business and industry representatives to create a career resource file;

(C) complete career critiques gained through a variety of sources (for example, shadowing, career study tours, guest speakers, career fairs, videos, CD-ROM, Internet, and simulated work activities); and

(D) use career information to apply entrepreneurial skills by developing a small school-based business.

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(3) The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another.

The student is expected to:

(A) compile a list of multiple career options matching interests and aptitudes; and

(B) create a presentation portraying transferable skills among a variety of careers.

(4) The student knows the process used to locate and secure employment.

The student is expected to:

(A) prepare a Venn diagram comparing and contrasting employment opportunities of our free enterprise system and the economic systems of the international job market;

(B) develop a chart classifying employment opportunities based on educational and training requirements of careers in the student's interest area;

(C) complete a job application form for an employment opportunity in the student's interest area;

(D) develop a resume for an employment opportunity in the student's interest area; and

(E) role-play appropriate interviewing techniques for an employment opportunity in the student's interest area.

(5) The student recognizes the impact of career choice on personal lifestyle.

The student is expected to:

(A) prepare a personal budget reflecting lifestyle desires;

(B) use print or on-line information to determine monthly salaries of at least two career choices; and

(C) select the career most closely matching the student's personal lifestyle budget.

(6) The student knows the process of career planning.

The student is expected to:

(A) list and explain the steps in the decision-making process;

(B) prepare an oral or written plan describing the specific factors considered in the decision-making process used to solve a simulated career problem;

(C) identify high school courses related to specific career choices;

(D) select high school courses and experiences to develop a graduation plan that leads to a specific career choice;

(E) list and explain educational and/or training alternatives after high school; and

(F) prepare an educational and career plan that begins with entry into high school and continues through a post secondary educational and/or training program.

(7) The student knows the importance of productive work habits and attitudes.

The student is expected to:

(A) conduct interviews with a minimum of two employers to determine the importance of work ethics such as dependability, getting along with others, and honesty;

(B) list characteristics of an effective team member;

(C) work in teams to accomplish an assigned task; and

(D) write job scenarios demonstrating positive and negative employee/customer relations.

(8) The student knows the effect change has on society and career opportunities.

The student is expected to:

(A) cite examples of change in our society;

(B) compose a report explaining positive and negative aspects of one of the examples of societal change; and

(C) develop a timeline covering the last ten years depicting the change in a selected career choice.

Source: The provisions of this §127.2 adopted to be effective September 1, 1998, 22 TexReg 5225.

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Unit II-1	Career Groups
Unit II-2	Locating and Using Information About Occupations
Unit II-3	Entrepreneurship
UNIT III:	**The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another.**
Unit III-1	Transferable Skills Expand Career Options
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UNIT VII: **The student knows the importance of productive work habits and attitudes.**

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UNIT VIII: **The student knows the effect change has on society and career opportunities.**

Unit VIII-1	How Change Affects You
Unit VIII-2	Careers and Change

CAREER INVESTIGATION:
TEKS in the Instructional Modules

UNIT I: The student analyzes the effect of personal interest and aptitudes upon educational and career planning.

Module 1: Career Planning Foundations
This module introduces the concept of work. No specific TEKS are addressed; this information is prerequisite to TEKS mastery.

Module 2: Interests
TEKS 1(A) and 1(B)

Module 3: Aptitudes
TEKS 1(A) and 1(B)

Module 4: Attitudes
This module gives an overview of the affect attitude has on school and work performance.

UNIT II: The student knows how to locate, analyze, and apply career information.

Module 1: Introduction to the Career Groups
This module instructs students to study the thousands of career possibilities through seven occupational groups. This information does not address a specific TEKS, but is necessary prerequisite information to TEKS mastery.

Module 2: Locating and Using Information About Occupations
TEKS 2(A), 2(B), and 2(C)

Module 3: Entrepreneurship
TEKS 2(D)

UNIT III: The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another.

Module 1: Transferable Skills Expand Career Options
TEKS 3(A) and 3(B)

UNIT IV: The student knows the process used to locate and secure employment.

Module 1: Job Acquisition
TEKS 4(B), 4(C), 4(D), and 4(E)

Module 2: International Opportunities
TEKS 4(A)

UNIT V: The student recognizes the impact of career choice on personal lifestyle.

Module 1: Personal Money Management
TEKS 5(A), 5(B), and 5(C)

UNIT VI: The student knows the process of career planning.

Module 1: Setting Goals
This module instructs students in the terms and process of setting and reaching goals. No specific TEKS are addressed; this information is prerequisite to TEKS mastery.

Module 2: Decision Making
TEKS 6(A) and 6(B)

Module 3: A Look at the Future
This module defines terms and gives resources for occupational outlook information. No specific TEKS are addressed, but prerequisite information for TEKS 6(E) and 8(D) is covered.

Module 4: Making Career Plans
TEKS 6(E)

Module 5: Exploring the High School Curriculum
This module explores the high school curriculum, defining terms and outlining state graduation requirements. No specific TEKS are addressed, but prerequisite information for TEKS 6(C), 6(D), and 6(E) is covered.

Module 6: Making A Tentative Graduation Plan
TEKS 6(C) and 6(D)

Module 7: Educational/Training Alternatives After High School
TEKS 6(E) and 6(F)

UNIT VII: The student knows the importance of productive work habits and attitudes.

Module 1: Productive Work Habits
TEKS 7(A)

Module 2: Effective Team Membership
TEKS 7(B), 7(C), and 7(D)

UNIT VIII: The student knows the effect change has on society and career opportunities.

Module 1: Societal Change
TEKS 8(A), 8(B), and 8(C)

TEACHER PREPARATION

UNIT I

Module 1: *Career Planning Foundations*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (I-1-5)	1 (I-1-7)
	2 (I-1-9)

UNIT I-1 TEST (I-1-10)

Make Transparencies of:

- TM 1 (I-1-6)
- TM 2 (I-1-8)

Each Student Will Need:

- *a folder or binder for Information and Activity Sheets* (see note at the beginning of the Teacher Overview on I-1-3).

UNIT I

Module 1: *Career Planning Foundations*

TEACHER OVERVIEW

I. Information and Activity Sheets

> **NOTE** The students should keep a folder of the Information and Activity Sheets in this unit and/or all units in the guide so that this information can be used in the educational/career planning area of study. It is advisable for the teacher to keep the folders in the classroom.

A. **INFORMATION SHEET 1 (I-1-5): WHY WORK?**

1. Have students define what the word "work" means to them.

2. Use **TM 1 (I-1-6): WHAT ONE PERSON CONSIDERS WORK MAY BE SOMETHING ANOTHER PERSON CONSIDERS FUN**, to reinforce that there will be different definitions.

3. Stress the importance of how work affects people.

4. Ask students to give examples of how lifestyles of people in their community are influenced by their work.

5. Stress to students that work serves to identify people. For example, they are students of ____________________ (insert the name of your school). Also, people can be stereotyped by their work; for example, librarians are thought of as being smart, football players as being big, etc.

B. To gain an understanding of their needs as related to career choice, have the students complete **ACTIVITY SHEET 1 (I-1-7): NEEDS LIST.**

C. To reinforce the different reasons that people work, use **TM 2 (I-1-8): REASONS FOR WORKING.**

1. Have students ask parents, relatives, neighbors, etc., reasons that they work.

2. Complete **ACTIVITY SHEET 2 (I-1-9): WHAT'S IMPORTANT TO YOU?**

II. Unit I-1 Test (I-1-10)

III. Answers to Activity Sheets and Unit I-1 Test (I-1-11, 12)

INFORMATION SHEET 1: WHY WORK?

I. **What Is Work?**

A. Work is activity directed toward getting something done.

B. What you consider as work may be something another person does for fun.

II. **Why Is Work Important to You?**

A. Half of a person's lifetime is spent working.

B. Most of a person's waking hours are spent working.

C. Work may influence things such as:

1. The amount of money you have available
2. What you do in your spare time
3. The home in which you live
4. The people with whom you come in contact

III. **Why Work? People work for reasons such as the following:**

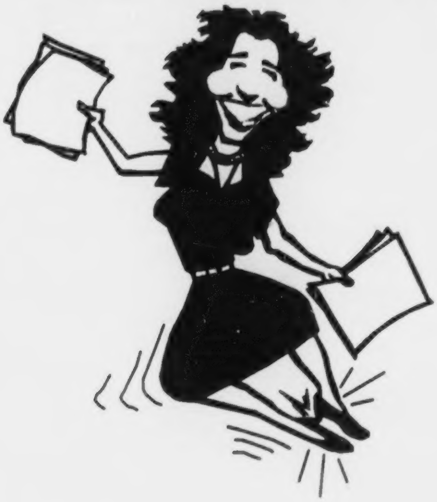
A. To make or have money

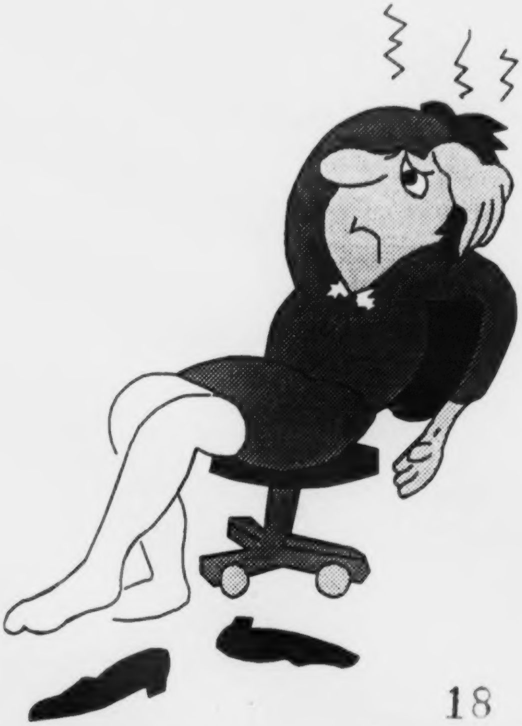
B. To be with others

C. To be admired by yourself and others

D. To be independent of others (For example, so you do not have to depend on your parents for support.)

WHAT ONE PERSON CONSIDERS WORK MAY BE SOMETHING ANOTHER PERSON CONSIDERS FUN





TM 1

ACTIVITY SHEET 1: NEEDS LIST

DIRECTIONS: Rate each need (on a scale of 1—very important, to 5—unimportant) according to how important you believe it is to you. Since people are different, your individual responses will differ. You may find it helpful to think of various school or work situations when making your ratings.

LIST OF NEEDS:

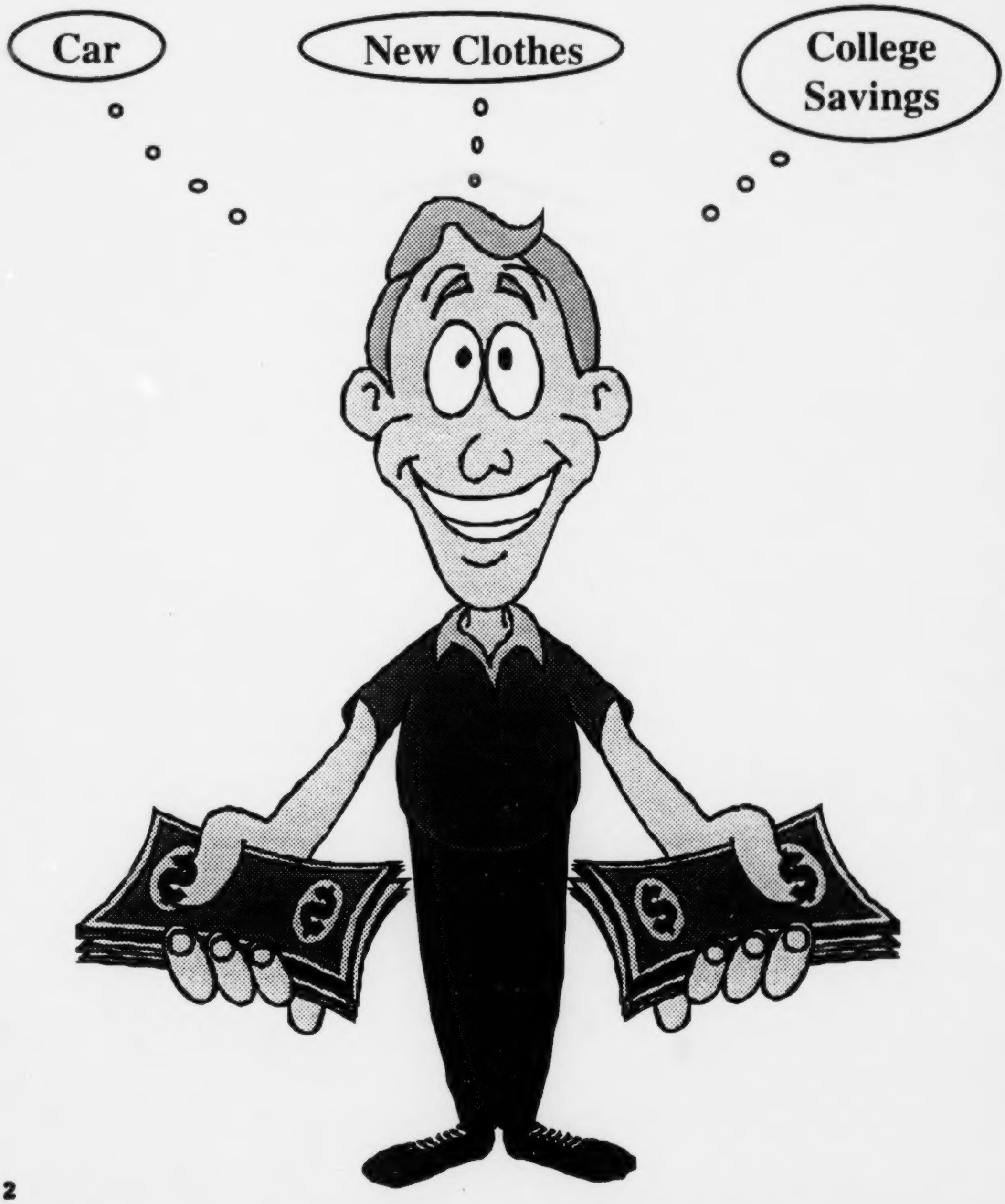
____ to achieve what I want
____ to be well known
____ to have friends
____ to have someone to "lean on"
____ to help others
____ to have enough money
____ ______________________
____ ______________________

____ to be in charge
____ to be able to express myself
____ to be able to be creative
____ to be on my own
____ to have the approval of others
____ ______________________
____ ______________________
____ ______________________

(Feel free to add and rate any other needs you feel are very important to you.)

For those you rated "very important," list ways you would try to fulfill those needs.

REASONS FOR WORKING


Car
New Clothes
College Savings

TM 2

20

ACTIVITY SHEET 2: WHAT'S IMPORTANT TO YOU?

DIRECTIONS: When you go to work, what is going to be important to you? Rank the items from 1—most important to 12—least important. If you have other reasons for working, include them in your rating.

_____ security

_____ salary

_____ right hours

_____ where you work (city, state, country)

_____ having friends who work there

_____ can receive additional training

_____ to be satisfied with your work

_____ right working conditions (nice office, good location, etc.)

_____ chance for promotion(s)

_____ good fringe benefits

_____ like the company and what it does

_____ to be independent (be my own boss)

_____ ____

_____ ____

LIST THE TOP FIVE CHOICES HERE

____

____

____

____

____

UNIT I-1 TEST

A. Answer the following questions in complete sentences.

I. What is "work"?

II. Why is work important to an individual?

III. What are reasons an individual may have for working?

B. Identify reasons why you would like to work in the future.
Explain your reasons.

UNIT I

Module 1: *Career Planning Foundations*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1-2

Evaluated to the satisfaction of the teacher.

UNIT I-1

ANSWERS TO UNIT TEST

A. Evaluated to the satisfaction of the teacher.
See Information Sheet 1, page I-1-5, for points that students may include in answers.

B. Evaluated to the satisfaction of the teacher.

TEACHER PREPARATION

UNIT I

Module 2: *Interests*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (I-2-5)	1 (I-2-6, 7)
2 (I-2-8, 9)	2 (I-2-12)
	3 (I-2-13, 14, 15)
	4 (I-2-17)

UNIT I-2 TEST (I-2-18, 19, 20)

Make Transparencies of:

- TM 1 (I-2-10)
- TM 2 (I-2-11)
- TM 3 (I-2-16)

Each Student Will Need:

- For ACTIVITY SHEET 2 (I-2-12): *large grocery sack, scissors, magazines, objects to decorate the sack, and objects to fill the sack, which show students' interests.*

Additional Preparation:

- For ACTIVITY SHEETS 3 (I-2-13, 14, 15) AND 4 (I-2-17): multiple copies of the *Occupational Outlook Handbook, Dictionary of Occupational Titles*, and *Dictionary of Holland Occupational Codes.*

UNIT I
Module 2: *Interests*

TEACHER OVERVIEW

I. Information and Activity Sheets

  A. **INFORMATION SHEET 1 (I-2-5): TERMS AND DEFINITIONS**

    1. Discuss terms and definitions.

    2. Complete **ACTIVITY SHEET 1(I-2-6, 7): WORD MATCH**

  B. **INFORMATION SHEET 2 (I-2-8, 9): UNDERSTANDING YOUR INTERESTS**

    1. Discuss the Information Sheet with students.

    2. Have students give examples of how interests affect lifestyles.

    3. Have students survey parents, relatives, teachers, etc., to discover if they had (or currently have) hobbies similar to their careers.

    4. Show the following transparencies to reinforce the variety of ways to discover interests:

      a. **TM 1 (I-2-10): INTERESTS INFLUENCE THE CAREER YOU CHOOSE**

      b. **TM 2 (I-2-11): ASK YOURSELF QUESTIONS TO FIND OUT WHAT YOUR INTERESTS ARE**

    5. To assist students in discovering their own interests, have them complete the following Activity Sheets:

      a. **ACTIVITY SHEET 2 (I-2-12): ME BAGS**

      b. **ACTIVITY SHEET 3 (I-2-13, 14, 15): INTEREST AND ACTIVITY APPRAISAL CHART**

NOTE Assist students in using the *Occupational Outlook Handbook*, the *Dictionary of Occupational Titles*, and the *Dictionary of Holland Occupational Codes*.

6. If you wish to use a standardized interest inventory, check with your counselor to determine if your school district has any on hand that would be applicable for use by your students.

7. Use **TM 3 (I-2-16): DON'T STOP WHEN YOU FIND OUT WHAT YOUR INTERESTS ARE** to reinforce the importance of learning more about the careers that match their interests.

8. **ACTIVITY SHEET 4 (I-2-17): PEOPLE WITH THE SAME INTERESTS** will assist students in obtaining a three-letter code to be used in matching interests/personality types with careers.

NOTE

> Because of the reading involved in this activity, you may wish to do this activity in a group setting, reading all statements, and having the students indicate their answers on the Activity Sheet.

9. Stress the importance of also learning about similar careers.

II. Unit I-2 Test (I-2-18, 19, 20)

III. Answers to Activity Sheets and Unit I-2 Test (I-2-21, 22, 23)

IV. Resources

A. A variety of interest assessments are commercially available. These assessments range from quick, basic inventories to more thorough, complex instruments. Some are developed for use with the general population, while others are particularly geared toward specific needs such as low/no reading or non-English speaking test takers. Computer-based interest assessment is available for those schools that possess the necessary technology. Computer programs on disk or CD's, as well as Internet sites and services, should be explored if applicable to your school's technological capabilities.

B. Today's rapidly changing workplace engenders continuous change in career materials. As a result, any print, video, or computer-based references in this curriculum would quickly become dated. It is suggested that teachers use the government publications *Occupational Outlook Handbook*, its quarterly update, the *Occupational Outlook Quarterly*, and the *Dictionary of Occupational Titles* for general career information. Before purchasing interest assessments, it would be advisable to talk with your school counselor.

UNIT 1

Module 2: *Interests*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

1.	**CHECKLIST**	a form on which you place a check mark next to a list of those tasks or careers that would interest you; you are then asked to see if there is a pattern to the check marks, in order to help you in determining those careers that would fit your interests
2.	**ELECTIVES**	those courses that you choose to take
3.	**HOBBY**	something that you do often for fun or leisure (if you are free to do anything you wish)
4.	**INTERESTS**	something to which you give special attention
5.	**INVENTORY**	estimate of your interests based upon responses to a set of questions concerning your likes and dislikes; most scores are obtained by comparing your responses to those individuals in the career
6.	**PRESTIGE**	a need to be famous or have the respect of others
7.	**RISK**	chance of getting hurt, or of losing, failing, etc.; danger
8.	**TASK**	an "everyday" duty that is required in order to complete a job assignment

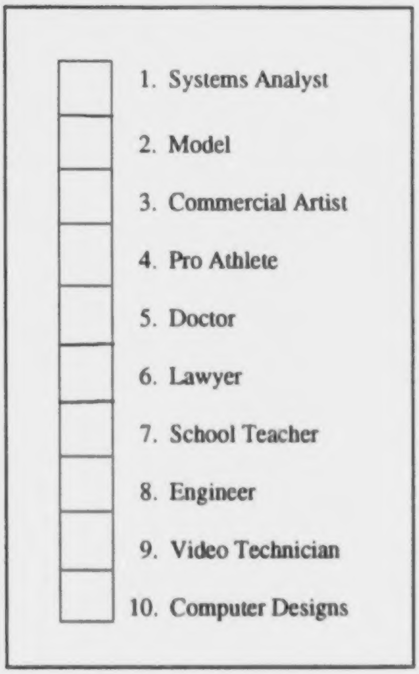
ACTIVITY SHEET 1: WORD MATCH

DIRECTIONS: First read the statement and look at the picture. Choose your answers from the words below.

Inventory
Checklist
Risk
Hobby
Task
Interest
Prestige
Elective

1. What is this called?

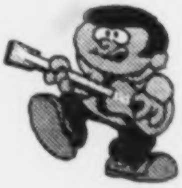
____



☐ 1. Systems Analyst
☐ 2. Model
☐ 3. Commercial Artist
☐ 4. Pro Athlete
☐ 5. Doctor
☐ 6. Lawyer
☐ 7. School Teacher
☐ 8. Engineer
☐ 9. Video Technician
☐ 10. Computer Designs

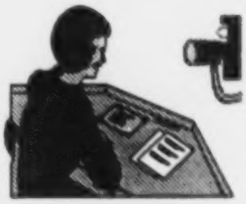
2. Joe likes to play his guitar whenever he has any free time. What is playing his guitar called?

____



3. Jill would like to be famous and to have the respect of others. What is this need called?

____



4. Scott enjoys rappelling. He likes the excitement, the chances he takes, and the danger. What is the word that describes what Scott enjoys?

____

5. Dollie must do an "everyday" duty that all secretaries get used to as just being part of her job. This "duty" is also known as

____________________________.

6. Bill chose to take football—although it is not required of him to pass the eighth grade. Football is a (an)

____________________________, rather than being

a required course.

7. Maria likes to play tennis, read all about it in magazines and books, and watch tennis matches on television. Maria has a (an)

____________________________ in tennis.

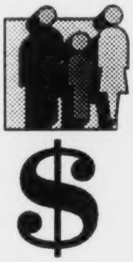
8. Bob, an eighth grader, is having a difficult time deciding on his high school schedule. His counselor gave him several tests that asked Bob to answer questions about what he liked and disliked. He told him that the scores on the test were obtained by comparing his results with people who were in the field. Bob took a (an) interest

____________________________.

INFORMATION SHEET 2: UNDERSTANDING YOUR INTERESTS

I. Why You Should Learn What Your Interests Are

- A. Interests affect your way of life.
    - 1. The hobby(ies) you pursue
    - 2. The people with whom you come in contact
    - 3. The money you need to pursue your interests



- B. Your interests often satisfy social/emotional needs.

    EXAMPLE: prestige, security, etc.

- C. Interests influence greatly the career you choose.
    - 1. If you are interested in something, you will put forth extra effort and time in learning more about it.
    - 2. Your interests influence your experiences.
        - a. Studies show you are more likely to choose a career that you know something about.
        - b. Studies also show you are more likely to choose a career if you have known someone who had the career.

II. How You Can Find Out What Your Interests Are

- A. Ask yourself these questions
    - 1. How do I spend my spare time?
    - 2. What classes have I chosen as electives in school?
    - 3. What are my hobbies?
    - 4. If I seem to change hobbies often, is there a pattern to the types of hobbies I pursue?

        EXAMPLE: Drawing, cartoons; drawing, mechanical; painting, artistic.

    - 5. Is there a pattern to the type of television shows I watch, the books I read, the articles in magazines and newspapers that catch my eye, etc.?

B. Complete measures of interest

1. Checklists

2. Inventories

III. What to Do After You Know What Your Interests Are

A. Use resources that will assist you in matching your interests to different careers.

1. *Occupational Outlook Handbook*

2. *Dictionary of Occupational Titles*

3. *Dictionary of Holland Occupational Codes*

4. Videos about careers

5. On-line career information

B. Find out all you can about those careers that match your interests.

1. Check out books from your school and/or community library that contain information about the careers.

2. Talk to your school counselor.

3. Talk to people who currently have the careers.

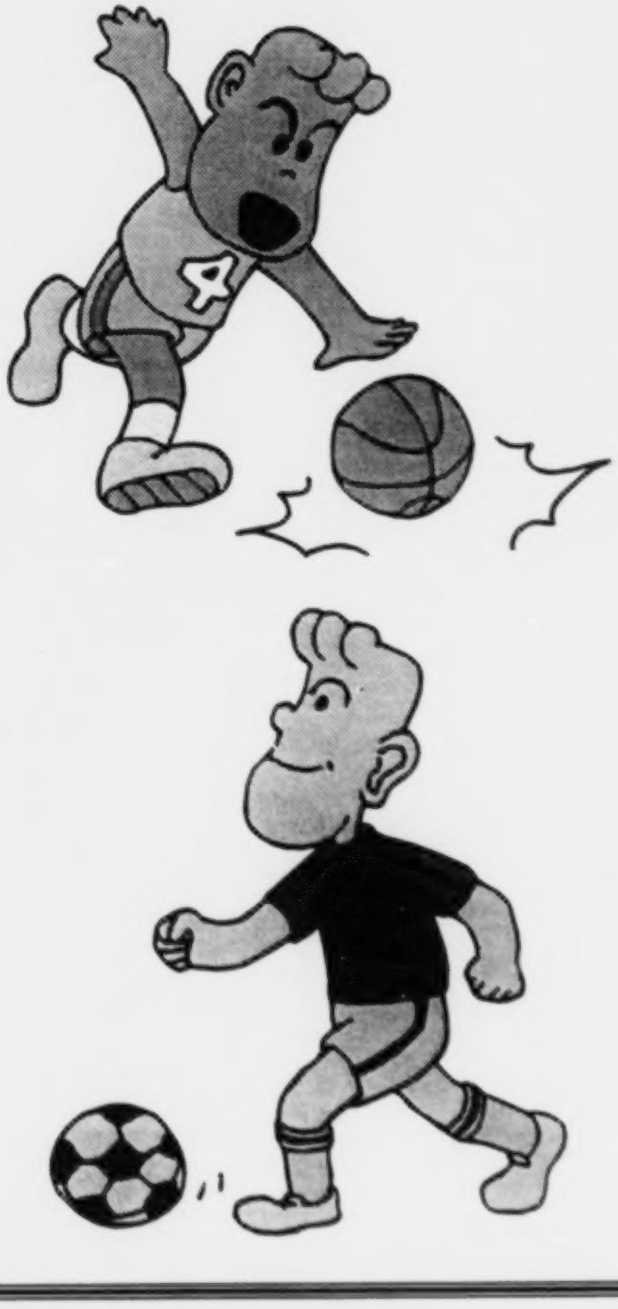
4. Visit the places where the careers are performed.

5. Look for information on different careers that are similar to those that match your interests.

NOTE

Always remember that your interests could change as you are exposed to new experiences.

INTERESTS INFLUENCE THE CAREER YOU CHOOSE



TM 1

ASK YOURSELF QUESTIONS TO FIND OUT WHAT YOUR INTERESTS ARE

HOW DO I SPEND MY SPARE TIME?

WHAT BOOKS DO I READ?

WHAT ARE MY HOBBIES?

WHAT TELEVISION SHOWS DO I WATCH?

WHAT CLASSES DID I CHOOSE AS ELECTIVES?

TM 2

ACTIVITY SHEET 2: ME BAGS

DIRECTIONS: Using large grocery sacks, tell something about yourself and your interests.

1. Decorate the outside of the sack using small objects, pictures from magazines, etc., that would show others something about yourself and your interests (you may also wish to decorate the outside of the sack by cutting out or drawing the letters of your name).

2. Fill the sack with objects that show your interests.

   EXAMPLES: tennis rackets, books, video games, etc.

3. Share the information with your classmates.

ACTIVITY SHEET 3: INTEREST AND ACTIVITY APPRAISAL CHART

DIRECTIONS: Complete the Interest and Activity Appraisal Chart on page I-2-15 according to the following directions.

1. List ten of your present interests or activities.
2. After you complete the list, go back and rank them in order of those you like the most—number 1 being the most important.
3. Estimate how often you do this activity—daily, weekly, monthly, etc.
4. Note whether you prefer to do the activity alone or with someone.
5. Note whether you like to be indoors or outdoors.
6. Estimate the cost of doing the activity.
7. Place a check mark in the box if there is some kind of risk involved.
8. Place a check mark in the box if the activity gives you prestige.
9. After completing the appraisal, list in the last column a career or careers that might relate to each interest or activity.
10. After completing the chart, answer the following questions:
    - A. If you found that your interests often involve people, name careers that would require working closely with people.
    - B. If you found that your interests often have more to do with either indoors or outdoors, name careers that would fit this need.

C. If money is an important factor to your interests, can you think of careers that would satisfy both your need for money and your interests?

D. If you found that most of your interests contain an element of risk, what careers can you think of that would contain some form of risk?

E. If prestige seemed to be important to you, can you name careers that would provide you prestige?

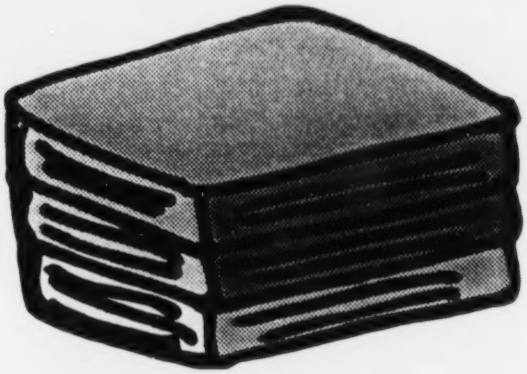
F. Write down any careers that you mentioned twice or more. Use available resources to find out more information concerning these careers.

INTEREST AND ACTIVITY APPRAISAL CHART

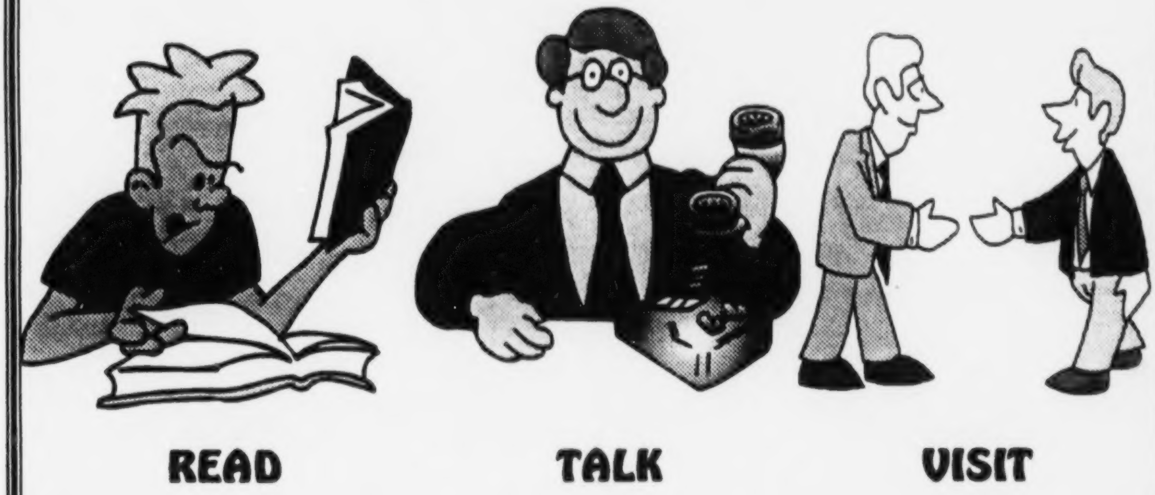
	INTERESTS AND/OR ACTIVITIES	RANK	HOW OFTEN	PEOPLE/ ALONE	IN/OUT-DOORS	RISK	MONEY	PRESTIGE	CAREER
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

DON'T STOP WHEN YOU FIND OUT WHAT YOUR INTERESTS ARE

1. Use resources to assist you in matching your interests to your careers.



2. Find out all of the information you can about the careers.



TM 3

ACTIVITY SHEET 4: PEOPLE WITH THE SAME INTERESTS

DIRECTIONS: Below is a picture of a room in which a party is taking place. Those not dancing have all gathered in the corners because of their similar interests.

A

Students who enjoy athletics, being outdoors, and using machines and/or tools.

B

Students who like to help others. They're always trying to "patch" hurt feelings, break up fights, and help anyone with any problems they are having.

C

Students who are the leaders of the school. The Student Council Officers, the National Junior Society Officers, etc.

D

Those students who enjoy typing, math, computers, and any business-related courses.

E

Those students who enjoy art, choir, band, drama, etc.

F

Those students who usually make the highest grades in school. They enjoy trying to figure out solutions to problems.

1. If you attended this party, which corner of the room would you be drawn to, or which group would you enjoy being with for the longest period of time? You do not have to do any talking—you can just listen. Write down the letter of your choice and things about the group that interest you the most.

2. Assume the group you chose had to leave to attend a banquet. Of the groups that remain now, which would you choose? Write down the letter of your choice and things about the group that interest you the most.

3. Suppose the last group also had to leave to attend the banquet. Of the groups that remain now, which would you choose? Write down the letter of your choice and things about the group that interest you the most.

UNIT I-2 TEST

A. Match the following terms to their definitions by placing the correct letter in the blank at the left.

____1.	those courses that you choose to take	a.	Task
____2.	chance of getting hurt, or of losing, failing, etc.; danger	b.	Electives
____3.	a need to be famous or have the respect of others	c.	Checklist
____4.	something to which you do often for fun or leisure (if you are free to do anything you wish)	d.	Prestige
____5.	something to which you give special attention	e.	Inventory
____6.	a form on which you place a check mark next to a list of those tasks or careers that would interest you	f.	Risk
____7.	an "everyday" duty that is required in order to complete a job assignment	g.	Interest
____8.	estimate of your interests based upon responses to a set of questions concerning your likes or dislikes	h.	Hobby

B. Place an X next to the reasons for learning what your interests are.

___ 1. Interests affect your way of life.

___ 2. Interests affect the people with whom you come in contact.

___ 3. Interests influence the career you choose.

___ 4. Interests often satisfy social/emotional needs.

___ 5. Interests affect the hobby(ies) you pursue.

C. Explain how interests affect career choice.

D. Place an X next to those questions you can ask yourself to find out what your interests are.

___ 1. How do I spend my free time?

___ 2. How many brothers and sisters do I have?

___ 3. Do I have any hobbies?

___ 4. Where do I live?

___ 5. What electives have I chosen in school?

___ 6. Is there a pattern to the hobbies I pursue?

___ 7. Is there a pattern to the type of television shows I watch, the books I read, etc.?

E. Fill in the blanks with the information requested.

List two resources that will assist you in matching your interests to careers.

1. ____________________ 2. ____________________

Name two interests you discovered that you have.

3. ____________________ 4. ____________________

Name two occupations that you discovered are related to your interests.

5. ____________________ 6. ____________________

UNIT I
Module 2: *Interests*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. checklist
2. hobby
3. prestige
4. risk
5. task
6. elective
7. interest
8. inventory

ACTIVITY SHEETS 2-3

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 4

1. Match the students' answers to the letter code:

ANSWER	LETTER CODE	INTERPRETATION
A	R	Careers classified as Realistic (R) tend to involve concrete and practical activity involving machines, tools, or materials.
B	S	Careers classified as Social (S) involve working with people in a helpful way.
C	E	Careers classified as Enterprising (E) involve working with people in a supervisory or persuasive way.
D	C	Careers classified as Conventional (C) involve working with things, numbers, or machines in an orderly way to meet the regular and predictable needs of an organization.
E	A	Careers classified as Artistic (A) involve creative work in the arts: music, writing, performance, sculpture, etc.
F	I	Careers classified as Investigative (I) involve analytical or intellectual activity aimed at problem solving, trouble shooting, or the creation and use of knowledge.

2. Obtain the three-letter Holland Code. The first letter is the most important. It shows the major category into which the career falls and conveys the most information about the career.

3. Using the three-letter code obtained for the students, assist them in using the *Dictionary of Holland Occupational Codes* to match their interests/personality types to appropriate careers.

NOTE You will need a copy of the *Dictionary of Holland Occupational Codes* to complete this activity.

UNIT I-2

ANSWERS TO UNIT TEST

A.

1. b
2. f
3. d
4. h
5. g
6. c
7. a
8. e

B.

_x_ 1.
_x_ 2.
_x_ 3.
_x_ 4.
_x_ 5.

C. Answers will vary; however, the student must comprehend that interests influence experiences. Therefore, one is most likely to choose a career that one knows something about.

D.

1. x
2.
3. x
4.
5. x
6. x
7. x

E. 1 and 2 should be two of the following:

- *Occupational Outlook Handbook*
- *Dictionary of Occupational Titles*
- *Dictionary of Holland Occupational Codes*

3-6 are evaluated to the satisfaction of the teacher.

TEACHER PREPARATION

UNIT I
Module 3: Aptitudes

Copy One Per Student (if desired):

INFORMATION SHEETS:
1 (I-3-9)
2 (I-3-13, 14, 15)

ACTIVITY SHEETS:
1 (I-3-11, 12)
2 (I-3-18)
3 (I-3-19, 20)
4 (I-3-21, 22, 23)
5 (I-3-24, 25)
6 (I-3-26)
7 (I-3-27)
8 (I-3-28)
9 (I-3-29)

UNIT I-3 TEST (I-3-30, 31)

Make Transparencies of:

- TM 1 (I-3-10)
- TM 2 (I-3-16)
- TM 3 (I-3-17)

Additional Preparation:

- for ACTIVITY SHEET 6 (I-3-26): washer game.
- for ACTIVITY SHEET 7 (I-3-27): paddle ball(s).

UNIT I
Module 3: *Aptitudes*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (I-3-9): TERMS AND DEFINITIONS**

1. Discuss terms and definitions.
2. Use **TM 1 (I-3-10): APTITUDE** to reinforce the meaning of the word aptitude.
3. Use **ACTIVITY SHEET 1 (I-3-11, 12): UNSCRAMBLING TERMS** to reinforce this area of instruction.

B. **INFORMATION SHEET 2 (I-3-13, 14, 15): LEARNING ABOUT APTITUDES**

1. Discuss the importance of students' understanding the purpose of identifying their aptitudes.

NOTE This activity is intended to help students discover their strengths in a positive way. Be sensitive to student's feelings.

2. Explain that if they wish to attend a college or university, they must complete an aptitude assessment that is used to predict their success.
3. Arrange for a representative of the state employment agency to speak to your class concerning aptitude assessments.

NOTE State employment agency representatives usually require at least two weeks notice.

4. If a business, technical, or specialized school is near you, arrange for a representative to speak to your class on the purpose, format, and administrative procedures of the assessments they use.
5. Reinforce that without the use of aptitude assessments, many agencies would place people in jobs with which they might have difficulty.
6. Use **TM 2 (I-3-16): APTITUDE ASSESSMENTS HELP IDENTIFY YOUR NATURAL ABILITIES**
7. Explain that aptitude assessment batteries measure several aptitudes, giving the testee the opportunity to narrow career alternatives to those that match measured aptitudes.

8. Explain that if they went to the state employment agency to locate a job, they would be given an aptitude assessment.

9. To give students an idea of those aptitudes that are commonly measured on aptitude assessments, use **TM 3 (I-3-17): THE NINE MOST COMMON APTITUDES.**

10. Have students think of careers that require each aptitude. Examples are:

    a. *Intelligence*—scientist
    b. *Verbal*—teacher
    c. *Numerical*—accountant
    d. *Spatial*—architect
    e. *Form perception*—paperhanger
    f. *Clerical perception*—typist
    g. *Finger dexterity*—surgeon
    h. *Manual dexterity*—mechanic
    i. *Motor coordination*—data processing operator

11. Should some students question how aptitude assessments can accurately measure aptitudes, cover the information on how aptitude assessments are constructed.

12. Although a formal aptitude assessment measure is suggested to measure aptitudes more accurately, many students in the seventh and eighth grades will have difficulty in understanding the format and purpose of published aptitude assessment instruments. To prepare students for completing a published aptitude assessment, have them complete the following simulated aptitude test activities. Although the activities are based on actual components of the **General Aptitude Test Battery**, they have not been tested for reliability and validity. They are intended to acquaint the student with the format of published assessments.

    a. **ACTIVITY SHEET 2 (I-3-18): MEASURING YOUR CLERICAL APTITUDE**

        1. Explain that this activity measures the ability to notice errors in typewritten copies—much like what a typist or proofreader would do.
        2. Give the students two minutes to complete the activity.
        3. Have the students grade each others' papers or grade them yourself.
        4. Have the students record their results on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART**.

b. **ACTIVITY SHEET 3 (I-3-19, 20): MEASURING YOUR NUMERICAL APTITUDE**

1. Explain that this activity measures the ability to compute mathematical problems accurately and quickly.

2. Record each student's time by using a stopwatch.

   HINT

   > You may want to have the students bring the completed activity to you and write the time on the sheet.

3. Allow the students ten minutes to complete the activity.

   NOTE

   > This activity was administered to a career investigation class consisting of seventh and eighth graders. Several students finished in under two minutes with 100% accuracy.

4. Have the students grade each others' papers or grade them yourself.

5. Have the students record their results on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART**.

c. **ACTIVITY SHEET 4 (I-3-21, 22, 23): MEASURING YOUR FORM PERCEPTION APTITUDE**

1. Explain that this activity measures the ability to perceive detail in objects.

2. Record each student's time by using a stopwatch.

   HINT

   > You may want to have the students bring the completed activity to you and write the time on the sheet.

3. Allow the students eight minutes to complete the activity.

4. Have the students grade each others' papers or grade them yourself.

5. Have the students record their results on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART**.

d. **ACTIVITY SHEET 5 (I-3-24, 25): MEASURING YOUR SPATIAL PERCEPTION APTITUDE**

1. Explain that this activity measures the ability to understand relationships of plane and solid objects.

2. Record each student's time by using a stop watch.

HINT You may want to have the students bring the completed activity to you and write the time on the sheet.

3. Allow the students three minutes to complete the activity.

4. Give the correct answers to the class or grade the activity yourself.

5. Have the students record their results on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART.**

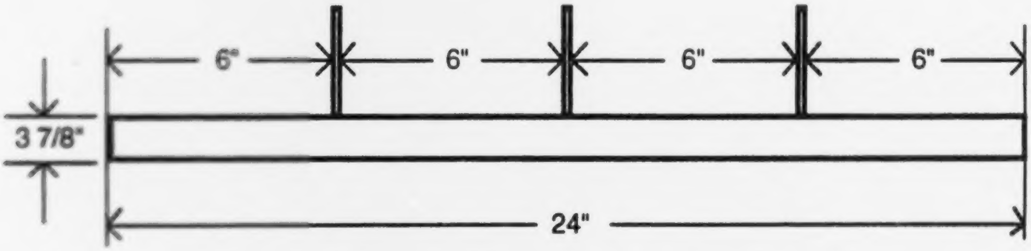
e. **ACTIVITY SHEET 6 (I-3-26): MEASURING YOUR FINGER DEXTERITY APTITUDE**

1. Explain that this activity measures the ability to move the fingers and rapidly or accurately manipulate small objects with the fingers.

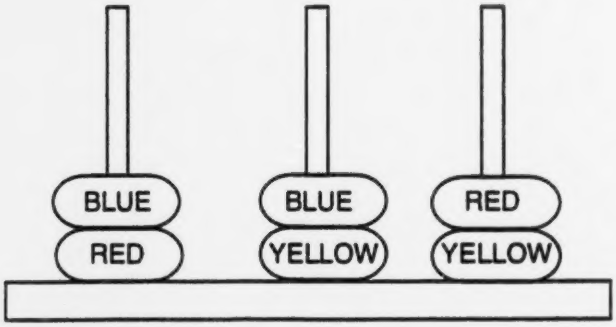
2. You will need the following supplies to complete this activity:

6-3/16" flat washers
3 metal rods
yellow, red, and blue paint
stopwatch
1 board

3. The board should be built according to the following dimensions:



4. The washers should be placed in the following order before each student's turn:



5. Further explain the instructions on the Activity Sheet.

6. Time each student's performance.

7. Have the students record their results on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART.**

f. **ACTIVITY SHEET 7 (I-3-27): MEASURING YOUR MOTOR COORDINATION APTITUDE**

1. Secure paddle balls (can usually be found in any toy department).

2. Use a stopwatch to time each student's performance.

3. Have the students record their results on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART.**

g. **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART**

1. Assist students in identifying their aptitudes.

2. Assist students in evaluating aptitudes identified by timed-performance activities by determining the fastest times in the class.

13. **ACTIVITY SHEET 9 (I-3-29): RESEARCHING CAREERS THAT MATCH MY APTITUDE**

a. Will assist students in applying the information gained about themselves to career decision making.

b. Provide reference materials for students.

c. Students may also contact workers and use interviews as a means of answering the questions.

II. Unit I-3 Test (I-3-30, 31)

III. Answers to Activity Sheets and Unit I-3 Test (I-3-33, 34, 35)

IV. References and Resources

A. State employment agency

B. *Dictionary of Holland Occupational Codes*

C. *Occupational Outlook Handbook*

UNIT I

Module 3: *Aptitudes*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

1.	**APTITUDE**	an ability that you have naturally; quickness to learn or understand
2.	**CLERICAL PERCEPTION**	ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proofread words and numbers
3.	**FINGER DEXTERITY**	ability to move the fingers and rapidly or accurately manipulate small objects with the fingers
4.	**FORM PERCEPTION**	ability to perceive pertinent detail in objects; to make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines
5.	**INTELLIGENCE**	general learning ability; the ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgments; closely related to doing well in school
6.	**MANUAL DEXTERITY**	ability to move the hands easily and skillfully; to work with the hands in placing and turning motions
7.	**MOTOR COORDINATION**	ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to make a movement response accurately and quickly
8.	**NUMERICAL**	ability to perform mathematical operations quickly and accurately
9.	**SPATIAL**	ability to comprehend forms in space and understand relationships of plane and solid objects; may be used in such tasks as blueprint reading and in solving geometry problems
10.	**VERBAL**	ability to understand meanings of words and ideas associated with them, and to use them effectively; to present information or ideas clearly

TM 1

APTITUDE

AN ABILITY THAT YOU HAVE
NATURALLY;

QUICKNESS TO LEARN
OR UNDERSTAND

ACTIVITY SHEET 1: UNSCRAMBLING TERMS

DIRECTIONS: Unscramble the following terms.

1. An ability that you have naturally; quickness to learn or understand

   ttpaideu ____________________

2. General learning ability; the ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgments; closely related to doing well in school

   einlletinegc ________________

3. Ability to understand meanings of words and ideas associated with them and to use them effectively; to present information or ideas clearly

   lrevba ________________

4. Ability to perform mathematical operations quickly and accurately

   nuemcrali _________________

5. Ability to comprehend forms in space and understand relationships of plane and solid objects; may be used in such tasks as blueprint reading and in solving geometry problems

   laitasp ________________

6. Ability to perceive pertinent detail in objects; to make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines

   rfom ecprepiont __________ ________________

7. Ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy; to proofread words and numbers

   lrecilac ecperptoin ________ ______________

8. Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to make a movement response accurately and quickly

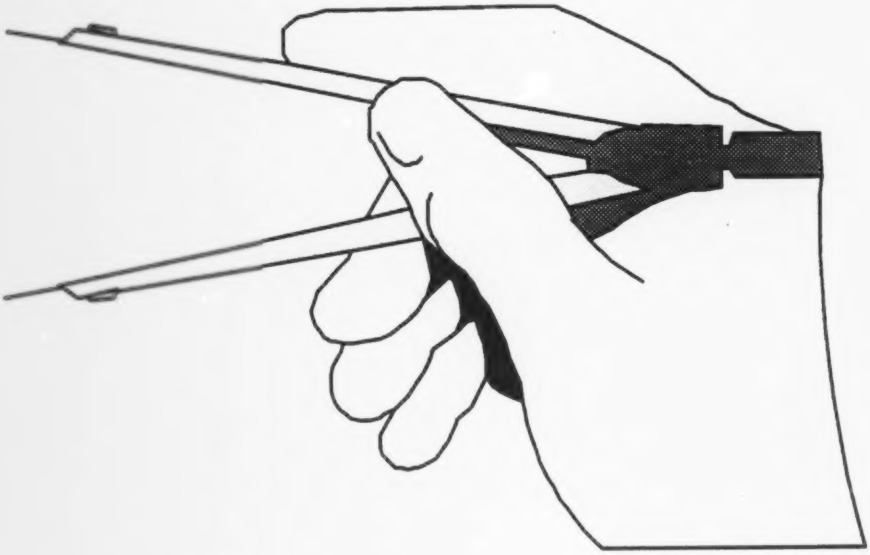
   rootm oorcdnainoit ________ ______________

9. Ability to move the hands easily and skillfully; to work with the hands in placing and turning motions

lanuam xedtreity ________ ________________

10. Ability to move the fingers and rapidly or accurately manipulate small objects with the fingers

nfirge dtxeeriyt ________ ________________



INFORMATION SHEET 2: LEARNING ABOUT APTITUDES

I. Why You Should Learn What Your Aptitudes Are

A. Knowing what your aptitudes are can help you narrow your alternatives of careers to those that you are most likely to do the best in with the least amount of effort.

B. Knowing what your aptitudes are will help you select additional training and/or education in areas where you are likely to do well.

C. Knowing what your aptitudes are will give you an idea of your strengths and weaknesses.

II. Ways to Find Out What Your Aptitudes Are

A. Ask yourself, What things do I do well? What things have I found that I really don't have to put forth much effort to do correctly?

B. Complete assessments designed to measure several aptitudes.

1. These assessments are often called aptitude batteries.

2. They are usually given by employment agencies so that the agency will know what type of job in which to place you.

C. Complete assessments that measure specific aptitudes.

1. These are given by business, technical, and specialized schools.

EXAMPLE: Clerical, art, and music assessments

2. They are used to predict your success in completing training programs in these areas.

III. Why Aptitude Assessments Are Given

A. To survey your aptitudes in order to plan for your education and/or training.

B. To better understand your good points that you already know exist.

C. To help make decisions about instant entry into work.

EXAMPLE: Those assessments are given by employment agencies.

D. To help you narrow your career alternatives.

IV. Can Aptitude Assessment Scores Be Improved?

A. In some cases, aptitude assessment scores can be raised by practice.

B. The purpose, however, of aptitude tests is to give you an idea of what you are good at naturally.

V. How Aptitude Assessments Are Able to Measure Aptitudes

A. Aptitudes that are needed to be successful in certain areas are identified.

B. Aptitudes are broken down into factors.

C. These factors are used to predict aptitude.

EXAMPLE: The aptitude of intelligence has the following factors: how well you understand what you hear or read, how well you can reason problems that deal with numbers, how well you can see how certain figures can be made into an object, and how well you can remember things.

D. Assessments are then made that measure the factors.

E. After taking some aptitude assessments, scores you receive are compared to careers that require use of the aptitudes in performing the job tasks.

VI. What to Do After You Discover Your Aptitudes

A. Use resources in your classroom to find more information on careers that have your aptitudes.

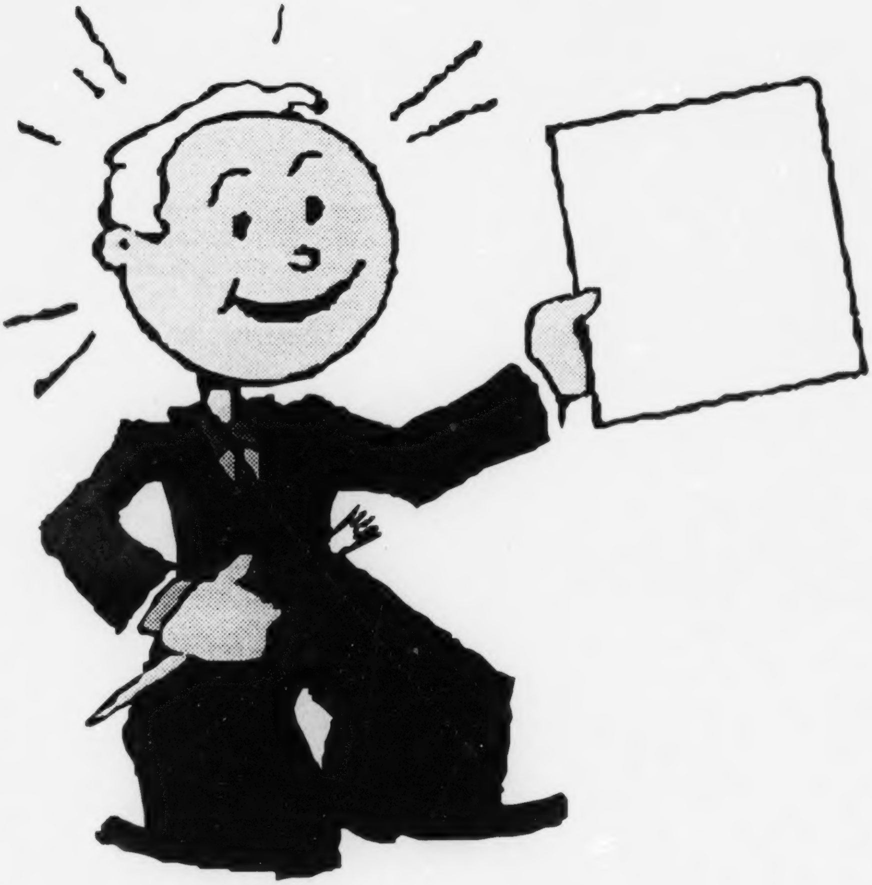
B. Interview workers in the careers that interest you to find what aptitudes they feel are important.

C. If a career that truly interests you does not require the use of the aptitudes in which you had a high score, look at careers that are similar.

NOTE

Often, careers that are similar require aptitudes that are different.

APTITUDE ASSESSMENTS HELP IDENTIFY YOUR NATURAL ABILITIES



TM 2

THE NINE MOST COMMON APTITUDES

Aptitude G: *Intelligence*	General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgements. Closely related to doing well in school.
Aptitude V: *Verbal*	The ability to understand meanings of words and ideas associated with them, and to use those meanings effectively. To present information or ideas clearly.
Aptitude N: *Numerical*	The ability to perform mathematical operations quickly and accurately.
Aptitude S: *Spatial*	The ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems.
Aptitude P: *Form Perception*	The ability to perceive pertinent detail in objects. To make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.
Aptitude Q: *Clerical Perception*	The ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, or to proofread words and numbers.
Aptitude F: *Finger Dexterity*	The ability to move the fingers and rapidly or accurately manipulate small objects with the fingers.
Aptitude M: *Manual Dexterity*	The ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.
Aptitude K: *Motor Coordination*	The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

TM 3

ACTIVITY SHEET 2: MEASURING YOUR CLERICAL APTITUDE

DIRECTIONS: This activity measures your ability to observe differences in copy and to proofread words and numbers. To find out if you have this aptitude, begin only when your teacher has read the directions and has given you instructions to start.

Look at each set of items, circle the S if the set is the SAME, or N if the set is NOT the same.

1.	Addie Johnson	Addie Johnsen	S	N
2.	Youngjoo Yoon	Youngjoo Yoon	S	N
3.	S. Cunningham	S. Cunningham	S	N
4.	Jan Skrivanek	Jan Skrabanek	S	N
5.	Phillis House	Phillip House	S	N
6.	Albert Jimenez	Albert Jimenez	S	N
7.	Irene Lunceford	Irene Lunsford	S	N
8.	Convenience	Convenience	S	N
9.	Acquaintance	Acquaintence	S	N
10.	Box Inc.	Box Icn.	S	N
11.	892 346	892 346	S	N
12.	503 CND	503 GND	S	N
13.	1C606F7	1C606F7	S	N
14.	WMMWW	WWMMW	S	N
15.	593-50-7642	592-50-7642	S	N
16.	726-98-1124	726-98-1214	S	N
17.	BZR-AO-FZXP	BZR-AO-FZXP	S	N
18.	4296	4276	S	N
19.	MgFd	Mgd	S	N
20.	2LQ8	21Q8	S	N

ACTIVITY SHEET 3: MEASURING YOUR NUMERICAL APTITUDE

DIRECTIONS: This activity measures your ability to compute mathematical problems accurately and quickly. Circle the letter of the correct answer to each of these problems. You may use the activity sheet to figure your answers. Do not begin until your instructor tells you to do so.

1. Luis makes $5.25 an hour. How much would he make if he worked 6 hours?
   - a. $25.50
   - b. $27.00
   - c. $31.50
   - d. None of these

2. Lucy sold 1/3 as many computers this month as she did last month when she sold 24. How many computers did she sell this month?
   - a. 8 1/3
   - b. 7 1/3
   - c. 8
   - d. None of these

3. 540
+312
   - a. 742
   - b. 852
   - c. 850
   - d. None of these

4. 654
832
114
+508
   - a. 2008
   - b. 2108
   - c. 2248
   - d. None of these

5. 54 + 16 =
   - a. 80
   - b. 70
   - c. 40
   - d. None of these

6. 42 1/2
+ 3 3/4
   - a. 45 1/4
   - b. 46 1/2
   - c. 46 1/4
   - d. None of these

7. 426
-159
   - a. 276
   - b. 267
   - c. 278
   - d. None of these

8. 793
- 21
   - a. 762
   - b. 752
   - c. 772
   - d. None of these

9. 9.36
-4.50
   - a. 5.76
   - b. 4.86
   - c. 3.76
   - d. None of these

10. 27
-12

a. 15
b. 25
c. 35
d. None of these

11. 9 3/8
- 2 1/4

a. 6 2/4
b. 7 1/8
c. 7 1/4
d. None of these

12. 34
x 12

a. 408
b. 208
c. 608
d. None of these

13. 563
x 48

a. 28042
b. 27024
c. 27014
d. None of these

14. 7/63

a. 9
b. 8
c. 7
d. None of these

15. 104 / 13 =

a. 8.6
b. 8
c. 8.4
d. None of these

16. 2 1/2 / 1/4 =

a. 10
b. 12 1/2
c. 10 1/4
d. None of these

17. 78 x 10 =

a. 790
b. 780
c. 770
d. None of these

18. 29 - 4 =

a. 15
b. 16
c. 17
d. None of these

19. 999 - 99 =

a. 911
b. 900
c. 811
d. None of these

20. 450 + 490 =

a. 940
b. 860
c. 920
d. None of these

ACTIVITY SHEET 4: MEASURING YOUR FORM PERCEPTION APTITUDE

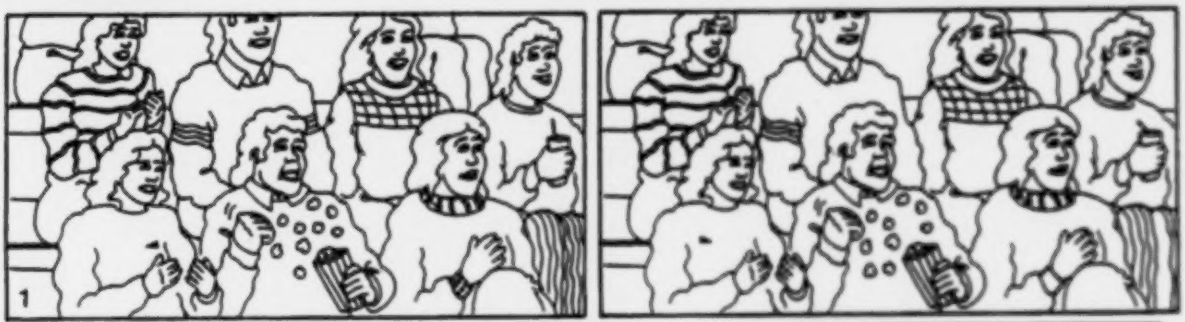
DIRECTIONS: This activity measures your ability to perceive detail in objects.

PAGE 1—WHAT HAS CHANGED?

1. The first page has five groups of drawings, look at the drawing on the left carefully.
2. Look at the second drawing. There are six things that are different.
3. Circle the six things wrong in each picture.
4. Do not begin until your teacher instructs you to do so.

PAGE 2—WHICH IS THE SAME?

1. Look carefully at the figure on the left.
2. Circle the letter of the figure on the right that is exactly the same as the figure on the left.
3. Do not begin until your teacher instructs you to do so.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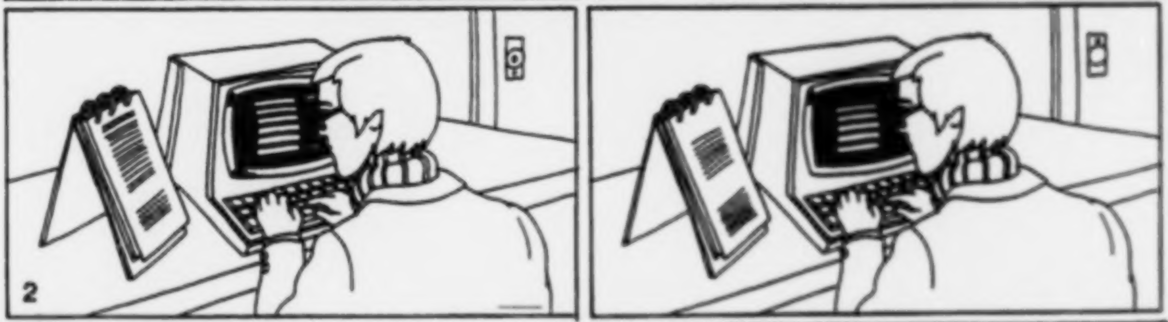
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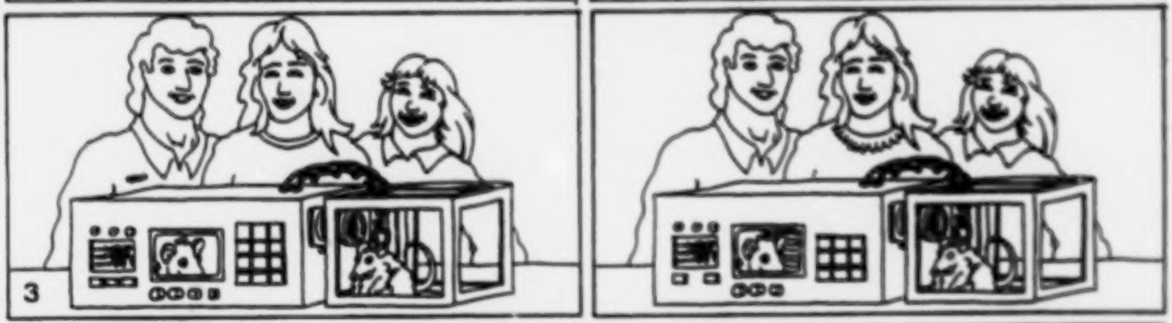
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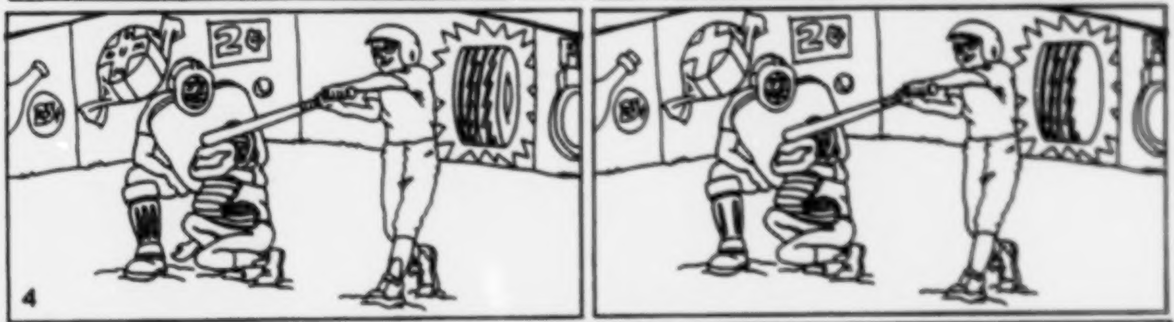
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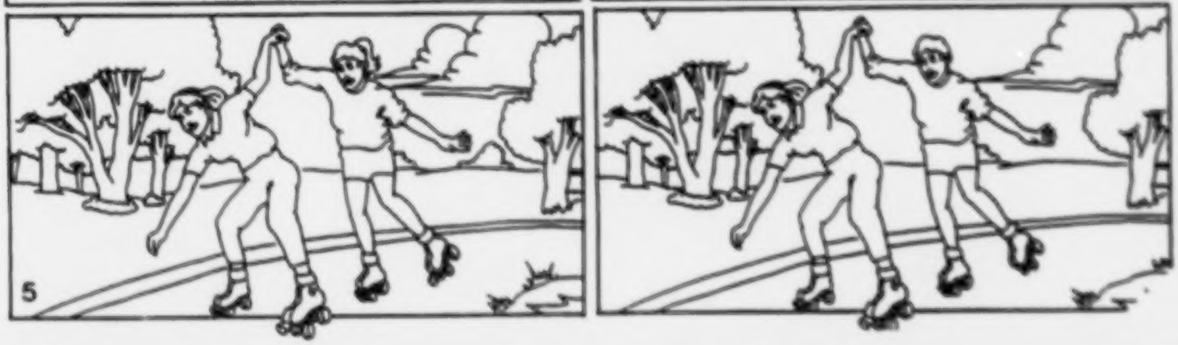
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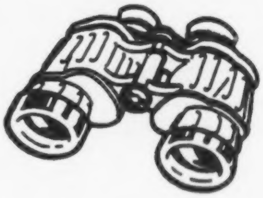

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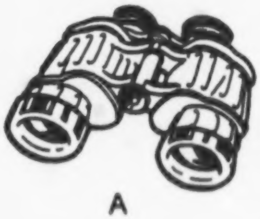

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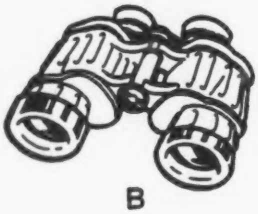

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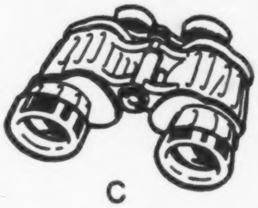

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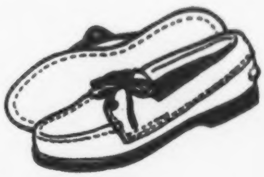

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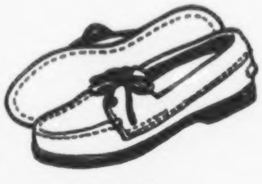

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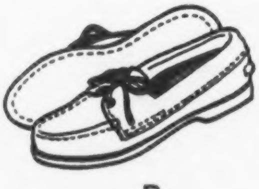

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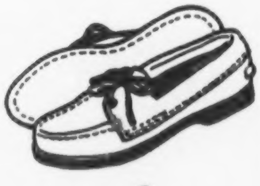

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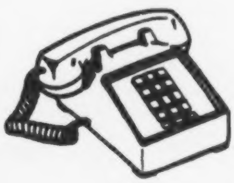

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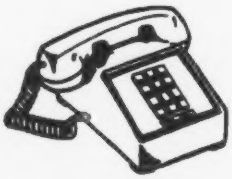

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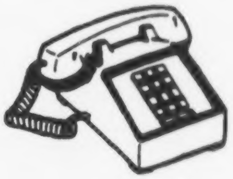

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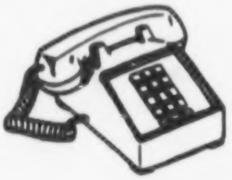

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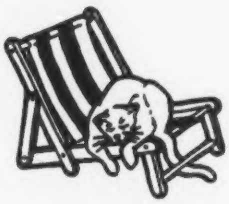

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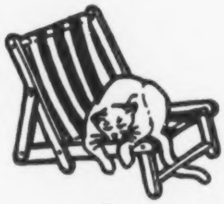

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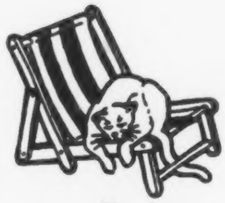

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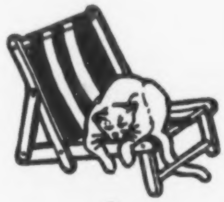

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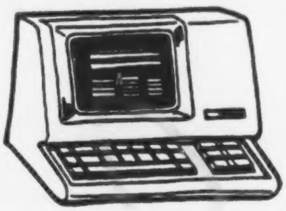

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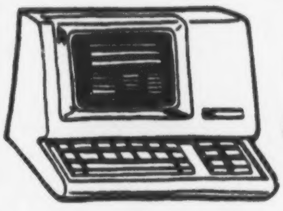

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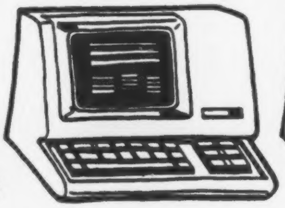

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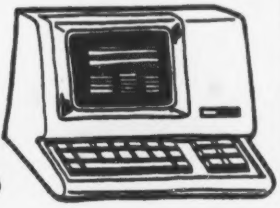
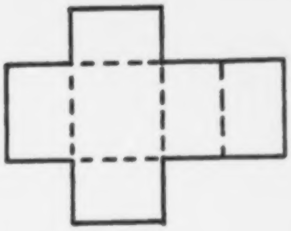


C

ACTIVITY SHEET 5: MEASURING YOUR SPATIAL PERCEPTION APTITUDE

DIRECTIONS: This activity measures your ability to understand relationships of plane and solid objects. To find out if you possess this aptitude:

1. Look carefully at the figure on the left.
2. The figure, if folded as indicated, would become one of the drawings on the right.
3. Circle the letter of the correct figure.
4. Do not begin this activity until instructed to do so.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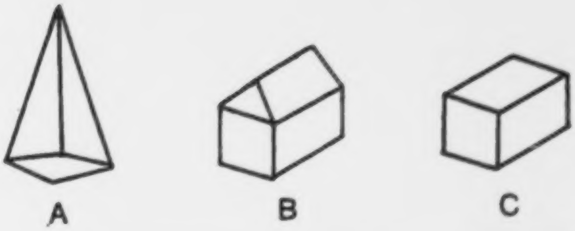

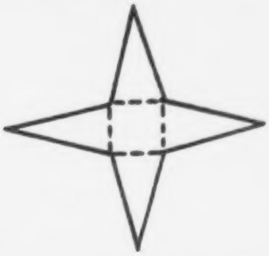
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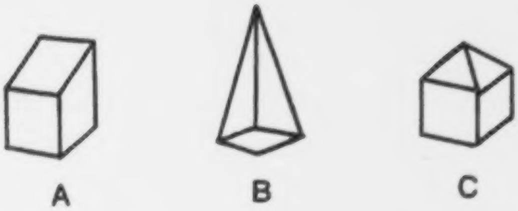

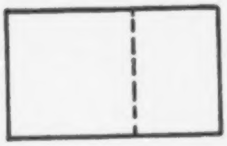
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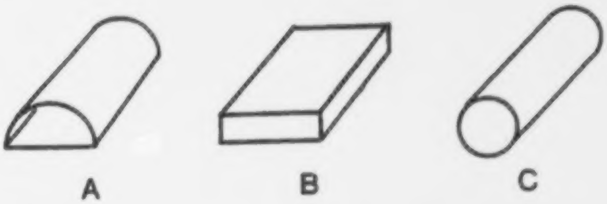

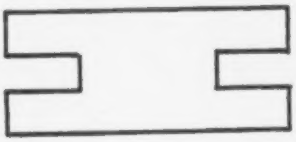
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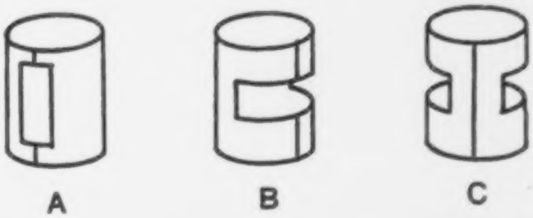

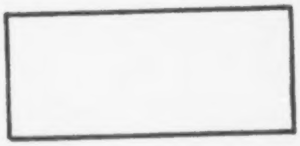
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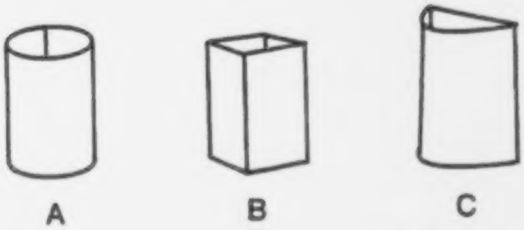
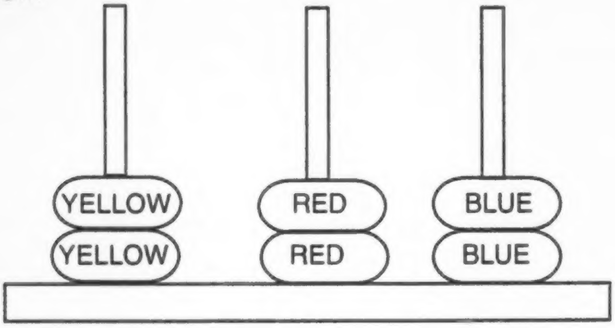


ACTIVITY SHEET 6: MEASURING YOUR FINGER DEXTERITY APTITUDE

DIRECTIONS: This activity measures your finger dexterity aptitude—your ability to move your fingers and rapidly and accurately handle small objects with your fingers.

1. When your teacher instructs you to start, you will place the washers in the order below:

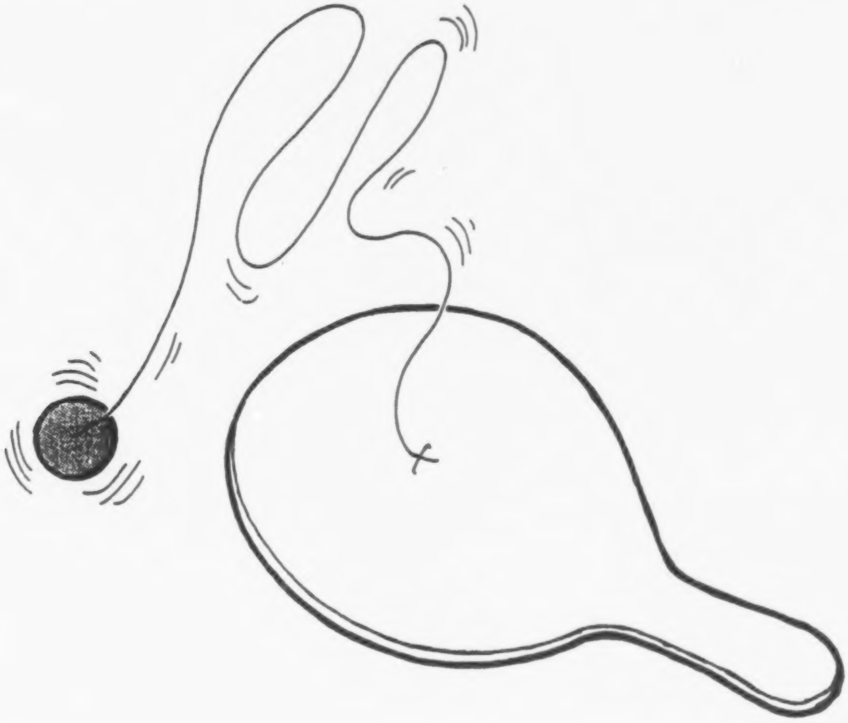


2. Your teacher will use a stopwatch to record the time it took for you to place the washers on the correct rods.
3. Record your time on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART**.

ACTIVITY SHEET 7: MEASURING YOUR MOTOR COORDINATION APTITUDE

DIRECTIONS: This activity measures your ability to coordinate your eyes and hands rapidly and accurately in making precise movements with speed.

1. Use the paddle ball to measure your aptitude.
2. Keep the paddle ball in play as long as possible.
3. Your teacher will time your performance (how long you keep the paddle ball in play).
4. Record your time on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART.**



ACTIVITY SHEET 8: APTITUDE CHART

DIRECTIONS: 1. Record the results of your aptitude activities completed in this unit.

APTITUDE MEASURED	# OF QUESTIONS	# CORRECT	TIME
Clerical	20		N/A
Numerical	20		N/A
Form Perception	10		N/A
Spatial	5		N/A
Finger Dexterity	N/A	N/A	
Motor Coordination	N/A	N/A	

2. List two aptitudes that were measured that you feel you did the best at:

a.

b.

ACTIVITY SHEET 9: RESEARCHING CAREERS THAT MATCH MY APTITUDE

DIRECTIONS: Use all available resources to answer these questions.

1. What is the name(s) of the career(s) that matches your aptitude(s)?

2. What are the duties of each career identified in question 1?

3. If a person did not possess the aptitude(s) listed, how would it affect job performance?

4. Would the aptitude be helpful in the education/training needed for the career? Explain your answer.

5. List other aptitudes required.

UNIT I-3 TEST

A. Match the following terms and definitions by placing the correct letter in the blank at the left.

_____ 1. general learning ability; the ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgments; closely related to doing well in school

_____ 2. ability to understand meanings of words and ideas associated with them, and to use them effectively; to present information or ideas clearly

_____ 3. ability to perform mathematical operations quickly and accurately

_____ 4. ability to comprehend forms in space and understand relationships of plane and solid objects; may be used in such tasks as blueprint reading and in solving geometry problems

_____ 5. an ability that you have naturally; quickness to learn or understand

_____ 6. ability to move the hands easily and skillfully; to work with the hands in placing and turning motions

_____ 7. ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to make movement response accurately and quickly

_____ 8. ability to move the fingers and rapidly and accurately manipulate small objects with the fingers

_____ 9. ability to perceive pertinent detail in objects; to make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines

_____10. ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proofread words and numbers

a. Motor coordination

b. Manual dexterity

c. Verbal

d. Intelligence

e. Aptitude

f. Numerical

g. Spatial

h. Form perception

i. Finger dexterity

j. Clerical perception

B. Answer the following questions True if the statement is correct and False if the statement is incorrect by placing a T for True or an F for False in the space at the left.

_____ 1. Knowing what your aptitudes are can help you narrow your alternatives of careers to those that you are most likely to do the best in with the least amount of effort.

_____ 2. Aptitudes are used as the basis for predicting how well you will do with additional training and/or education.

_____ 3. Knowing what your aptitudes are will give you an idea of your strengths and weaknesses.

_____ 4. Aptitude tests are used to make decisions about instant entry into work.

_____ 5. Aptitude test scores can be raised by practice; however, the purpose of aptitude tests is to give you an idea of what you are good at naturally.

C. Fill in the blanks by using the words listed below to complete the following sentences.

aptitude test batteries **predict** **personality**

areas **naturally** **factors**

general **specific**

1. Tests designed to measure several aptitudes are called _______________ _______________ _____________________.

2. Knowing what your aptitudes are will help you and others _______________ how well you will do with additional training and/or education.

3. Tests given by business, technical, and specialized schools measure ______________________aptitudes.

4. The purpose of aptitude tests is to give you an idea of what you are good at _________________________.

5. In measuring aptitudes, the identified aptitudes should be broken down into _______________________.

D. Place an "X" next to the statements that are ways in which your aptitudes can be discovered.

_____ 1. Ask your parents what you are good at doing.

_____ 2. Complete an aptitude test battery.

_____ 3. Ask yourself, "What things do I do well? What things have I found that I can do with little effort on my part?"

_____ 4. Complete aptitude tests that measure specific aptitudes.

_____ 5. Have your fortune told.

UNIT I
Module 3: *Aptitudes*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. Aptitude
2. Intelligence
3. Verbal
4. Numerical
5. Spatial
6. Form perception
7. Clerical perception
8. Motor coordination
9. Manual dexterity
10. Finger dexterity

ACTIVITY SHEET 2

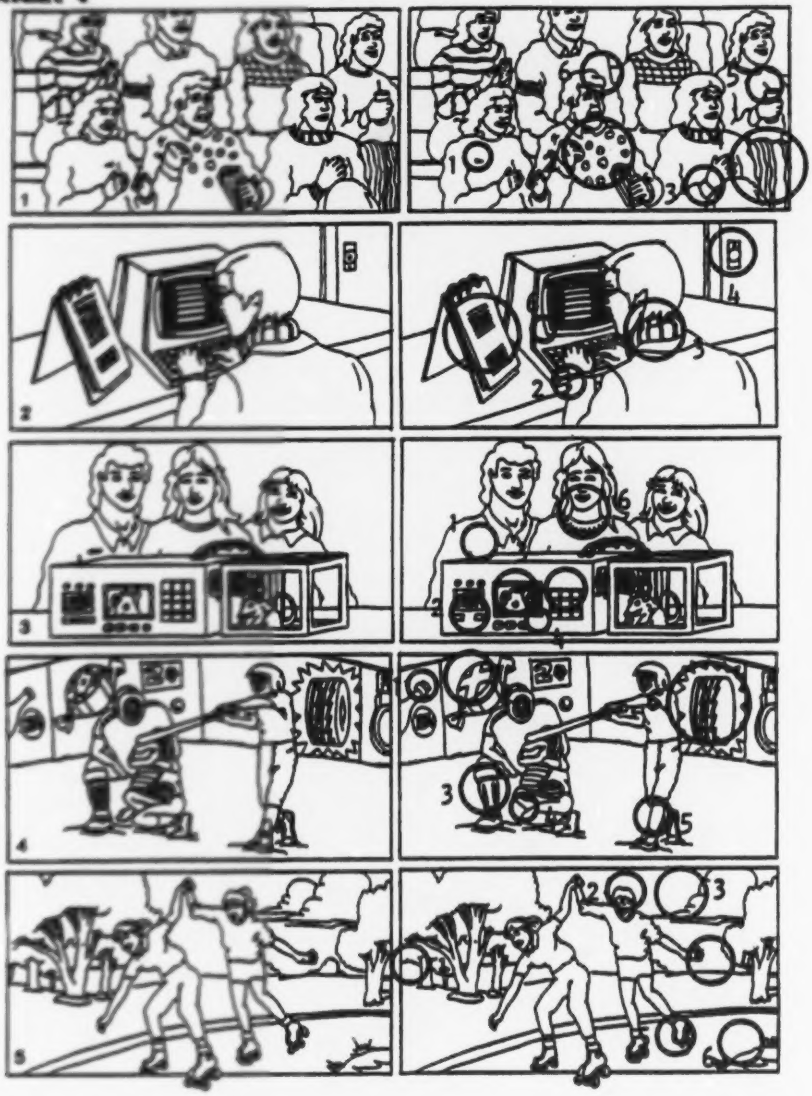
1. N
2. S
3. S
4. N
5. N
6. S
7. N
8. S
9. N
10. N
11. S
12. N
13. S
14. N
15. N
16. N
17. S
18. N
19. N
20. N

ACTIVITY SHEET 3

1. c
2. c
3. b
4. b
5. b
6. c
7. b
8. c
9. b
10. a
11. b
12. a
13. b
14. a
15. b
16. d
17. b
18. d
19. b
20. a

ACTIVITY SHEET 4

First Page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3
6

Second Page

1. b
2. c
3. c
4. b
5. c

ACTIVITY SHEET 5

1. c
2. b
3. a
4. b
5. a

ACTIVITY SHEETS 6-9 Evaluated to the satisfaction of the teacher.

UNIT I-3
ANSWERS TO UNIT TEST

A.

1. d
2. c
3. f
4. g
5. e
6. b
7. a
8. i
9. h
10. j

B.

1. T
2. F
3. T
4. T
5. T

C.

1. aptitude test batteries
2. predict
3. specific
4. naturally
5. factors

D.

1.
2. x
3. x
4. x
5.

TEACHER PREPARATION

UNIT I
Module 4: *Attitudes*

Copy One Per Student (if desired):

INFORMATION SHEETS:
1 (I-4-5)
2 (I-4-7, 8, 9)

ACTIVITY SHEETS:
1 (I-4-6)
2 (I-4-14)
3 (I-4-15)
4 (I-4-16, 17)
5 (I-4-18)

UNIT I-4 TEST (I-4-19, 20)

Make Transparencies of:

- TM 1 (I-4-10)
- TM 2 (I-4-11)
- TM 3 (I-4-12)
- TM 4 (I-4-13)

UNIT I
Module 4: *Attitudes*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (I-4-5): TERMS AND DEFINITIONS**

1. Stress to the students the importance of understanding the terms associated with attitudes.
2. Use **ACTIVITY SHEET 1 (I-4-6): UNDERSTANDING TERMS** to reinforce this area of instruction.

B. **INFORMATION SHEET 2 (I-4-7, 8, 9): UNDERSTANDING ATTITUDES**

1. Explain the definition of the word *attitude.*
2. Explain the importance of having a positive attitude.
3. Show **TM 1 (I-4-10): ATTITUDE IS** to reinforce this area of instruction.
4. Use the following transparencies to reinforce this area of instruction:
   a. **TM 2 (I-4-11): PRINCIPLES OF A POSITIVE ATTITUDE**
   b. **TM 3 (I-4-12): ONE POSITIVE ATTITUDE SUPPORTS ANOTHER**
   c. **TM 4 (I-4-13): ATTITUDES CAN BE COMMUNICATED WITHOUT WORDS**
5. Use the following Activity Sheets to assist students in mastering the objectives of this unit:
   a. **ACTIVITY SHEET 2 (I-4-14): RECOGNIZING NEGATIVE ATTITUDES**

   NOTE Sharing students' responses will reinforce this information.

   b. **ACTIVITY SHEET 3 (I-4-15): CHANGING NEGATIVE ATTITUDES TO POSITIVE**

c. **ACTIVITY SHEET 4 (I-4-16, 17): CASE STUDIES**

NOTE

ACTIVITY SHEET 4 may be completed individually or as a group.

d. **ACTIVITY SHEET 5 (I-4-18): DISCOVERING YOUR OWN ATTITUDE**

II. Unit I-4 Test (I-4-19, 20)

III. Answers to Activity Sheets and Unit I-4 Test (I-4-21, 22)

UNIT I

Module 4: *Attitudes*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

1.	**ATTITUDE**	the way you think and feel, which influences the way you act
2.	**CLIQUE**	a group of persons who seldom let anyone else into their group; usually become a group because of the same interests, views, or purposes
3.	**CRITICIZE**	to stress the fault of others and things; to "put down" others
4.	**OPPONENT**	one who takes the opposite position; to compete with another for an office or position
5.	**PREJUDICE**	to form an idea or opinion before you have adequate information or experience

ACTIVITY SHEET 1: UNDERSTANDING TERMS

DIRECTIONS: Make complete sentences using the following five words:

attitude **clique** **criticize**

opponent **prejudice**

1.

2.

3.

4.

5.

INFORMATION SHEET 2: UNDERSTANDING ATTITUDES

I. What Is an Attitude?

  A. The way you relate to people, places, things, etc.

  B. Your state of mind that causes you to respond in a certain way to a given situation

  C. Can be communicated without words

II. Characteristics of a Person with a Positive Attitude

  A. Smiles easily

  B. Willing to change ideas, dress, behavior, etc., when needed

  C. Able to see the other person's point of view

  D. Almost never complains

  E. Accepts the responsibility for mistakes

  F. Seldom, if ever, criticizes others

  G. Thinks of the good in others

  H. Looks the other person in the eye when speaking

  I. Respects the ideas and opinions of others

  J. Seldom, if ever, makes excuses

  K. Has a variety of interests

III. The Effects of Attitudes

  A. Friends

    1. A positive attitude is catching--it makes others want to be around you.

    2. People who are positive are attracted to each other--one positive attitude supports another.

B. School

1. The more positive your attitude, the more interest you will take in your school work.

2. The more interest you have, the greater effort you will put forth—leading to more learning and better grades.

C. Work

1. Employers want employees with positive attitudes—your chances of getting the job you want will be greater if you have a positive attitude.

2. A positive attitude makes on-the-job relations run much more smoothly.

IV. How to Have a More Positive Attitude

A. First, you have to *want* a more positive attitude.

B. Do not let yourself be influenced by those who have negative attitudes.

C. Look for the positive in the negative—look on the bright side.

D. Realize that there will be some things you cannot control—look ahead and think of more positive things.

E. Start making your own decisions—don't depend on your friends, your parents, teachers, etc. Think for yourself!

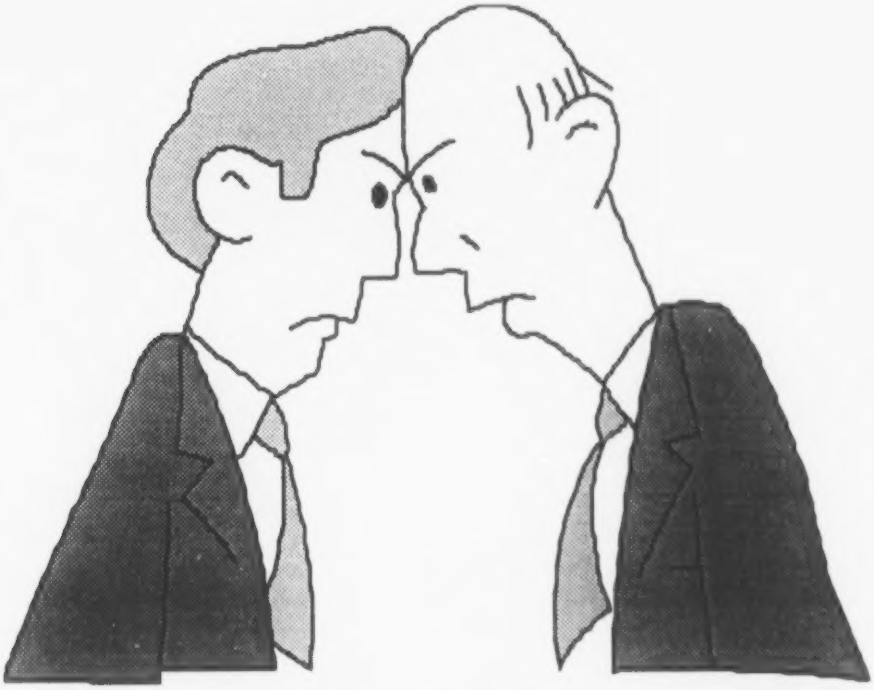
F. Have a purpose for living—make the most of yourself and the most of opportunities that come your way.

V. How Prejudice Affects Your Attitude

A. Prejudice usually leads to criticism.

B. Prejudice leads you to think of the bad in others.

C. Prejudice leaves you unable to see the other person's point of view.



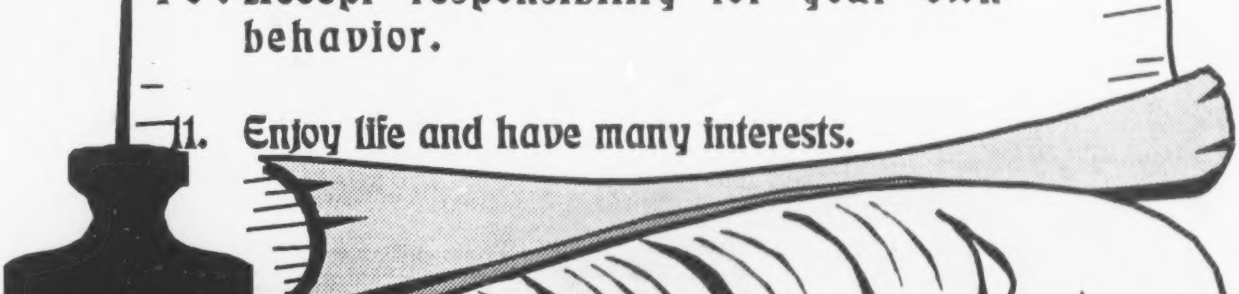
ATTITUDE IS . . .

the way you think and feel, which influences the way you act

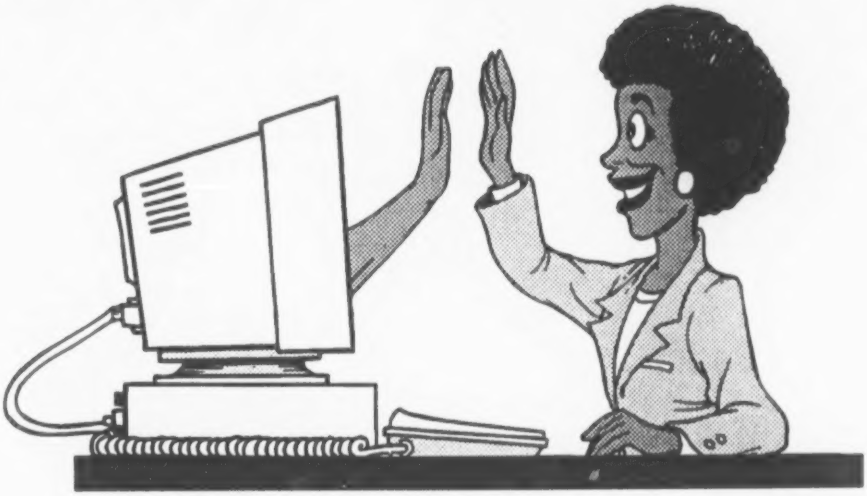
TM I

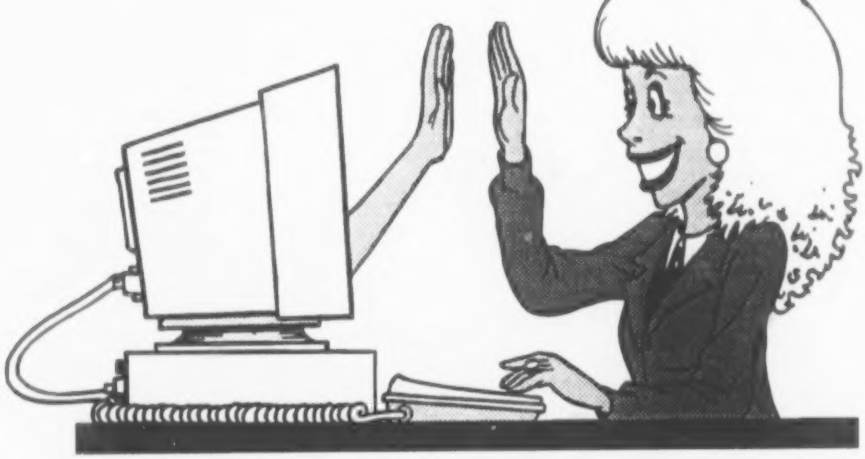
PRINCIPLES OF A POSITIVE ATTITUDE

1. Smile often.
2. Be willing to change your own ideas, dress, and behavior when necessary.
3. Try to see the other person's point of view.
4. Offer solutions, rather than complain.
5. Accept the responsibilities for your mistakes.
6. Look for the good in others.
7. Think about what is good for or helpful to others.
8. Look the other person in the eye.
9. Respect the ideas and opinions of others.
10. Accept responsibility for your own behavior.
11. Enjoy life and have many interests.



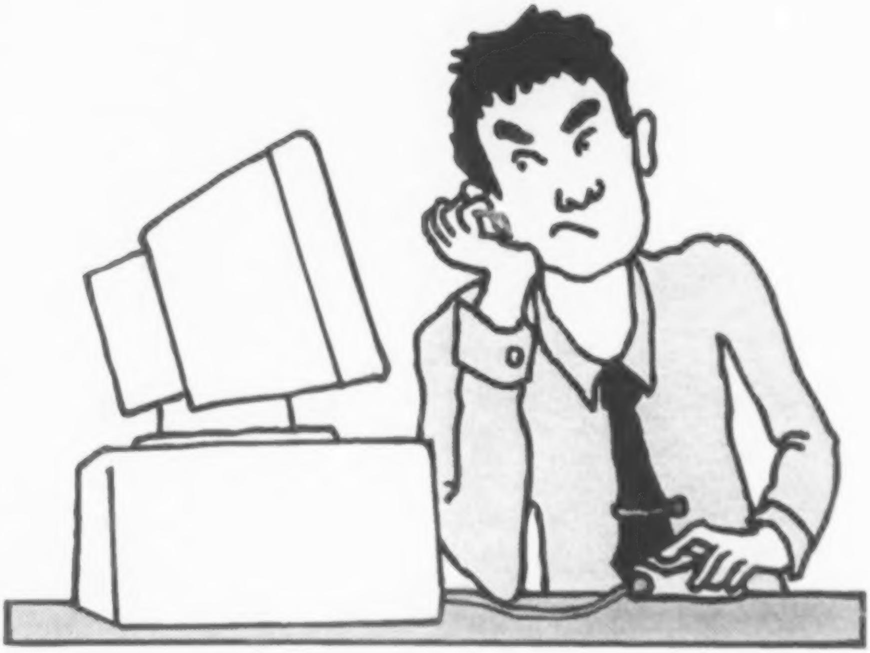
ONE POSITIVE ATTITUDE SUPPORTS ANOTHER . . .





TM 3

ATTITUDES CAN BE COMMUNICATED WITHOUT WORDS . . .



TN 4

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ACTIVITY SHEET 2: RECOGNIZING NEGATIVE ATTITUDES

DIRECTIONS: Answer the following questions using complete sentences.

1. How do you think people get negative attitudes?

2. Think of someone you know who has a negative attitude. How do they act?

3. Do you like to be around people who have negative attitudes? Explain your answer.

4. How would you go about helping a friend who developed a negative attitude?

5. What do you do when you find yourself getting a negative attitude?

ACTIVITY SHEET 3: CHANGING NEGATIVE ATTITUDES TO POSITIVE

DIRECTIONS: Write a new sentence with a positive attitude to take the place of those listed below.

A. I need and must have approval and love from all people.

B. I must not fail at anything. If I do, it proves that I am stupid, lazy, bad, or all three.

C. When people act unfairly, it means that they are mean, rotten people.

D. When I am frustrated, treated unfairly, or rejected, it is terrible and I just can't stand it.

E. I can't change my feelings. Other people and things, including things that happened during my childhood, cause my feelings. Therefore, I have no control over my feelings.

F. Avoiding problems is easier than solving them. The way to be happy is to enjoy myself and avoid thinking about my problems.

ACTIVITY SHEET 4: CASE STUDIES

DIRECTIONS: First read the case study, then answer the questions.

Mario was by no means the best-looking boy at Texas City Middle School. He did not make the best grades, nor was his family rich. However, Mario was by far the most popular boy in the school. Everyone liked him. Mario had a positive attitude that made people want to be around him.

A. Do you know a "Mario" in your school?

B. Can you describe the qualities about that person that make him/her so likable?

Tonya was just elected president of the Student Council. James, her opponent, cannot understand why the student body would elect a girl to such an important office. James would not have minded being beaten by another boy in the school. It is the fact that Tonya is a girl that bothers him. Although James could be a great help to the Student Council in other ways, he refuses to help in any way because a girl is the president.

A. Would you say that James is prejudiced? Why or why not?

B. How can being prejudiced affect the behavior of yourself and others?

C. Describe how being prejudiced can affect relations on the job.

Shelby was a little uneasy about moving to a new town and enrolling in a new school. She wondered if she would make new friends and really become a part of the school as she was in the town she lived in before. Although Shelby's concern can be understood easily, she really had no reason to worry. She had one of the happiest, most positive attitudes of any girl her age.

Everything went well for a while. Her positive attitude was appreciated by all. Then, to become part of what she thought was the most popular clique in the school, Shelby began to pick up their negative attitudes. She complained about everything, she rarely smiled, and she began to make fun of everyone and everything. Shelby slowly noticed that only those members of the clique would hang around her. Her negative attitude was evident at school, at parties, and at home. Luckily, a real friend told Shelby one day, "Look, Shelby, when you first came here, everyone liked to be around you. Now you talk about others and never smile any more. We can't stand to be around you."

Sure, Shelby was angry at first, but it did not take her long to realize that what her friend had told her was the truth. She soon became her old positive self again. She worried about losing the friends she had made, but something really strange happened. The members of the clique started acting as if they had a more positive attitude also.

A. How does being with others influence your own attitude?

B. Do you like to be around others who have negative attitudes? Why or why not?

C. If you worked with others who had negative attitudes, how would you act?

D. Why do you think the other members of the clique started having a more positive attitude?

ACTIVITY SHEET 5: DISCOVERING YOUR OWN ATTITUDE

DIRECTIONS: Complete questions 1-10 by circling yes or no. Answer B-D in complete sentences.

WHAT'S YOUR ATTITUDE?

A.	1.	Do you smile often?	YES	NO
	2.	Are you willing to change when needed?	YES	NO
	3.	Are you able to see the other person's point of view?	YES	NO
	4.	Do you complain?	YES	NO
	5.	Do you accept the responsibility for your mistakes?	YES	NO
	6.	Do you think of the good in others?	YES	NO
	7.	Do you criticize others?	YES	NO
	8.	Do you look the other person in the eye when speaking?	YES	NO
	9.	Do you respect the ideas and opinions of others?	YES	NO
	10.	Do you have a variety of interests?	YES	NO

B. What areas need improving?

C. Are you willing to improve in those areas?

D. Explain how you plan to improve those areas.

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UNIT I-4 TEST

A. Match the following terms with their correct definitions by placing the letter in the blank at the left.

____ 1. to stress the fault of others and things; to "put-down" others — a. Attitude

____ 2. one who takes the opposite position; to compete with another for an office or position — b. Prejudice

____ 3. to form an idea or opinion before you have adequate information or experience. — c. Criticize

____ 4. a group of persons who seldom let anyone else into their group; usually become a group because of the same interests, views, or purposes — d. Clique

____ 5. the way you think and feel, which influences the way you act — e. Opponent

B. List five of the eleven characteristics of a positive attitude:

1.

2.

3.

4.

5.

C. Answer the following questions True if the statement is correct and False if the statement is incorrect by placing a T for True or an F for False in the space at the left.

_____ 1. A positive attitude is catching—it makes others want to be around you.

_____ 2. Having a positive attitude will not help you with school work.

_____ 3. Employers want employees with positive attitudes.

_____ 4. The first step in having a more positive attitude is to want a more positive attitude.

_____ 5. You should let yourself be influenced by those with negative attitudes.

_____ 6. You should realize that there will be some things you cannot control.

_____ 7. You should start making your own decisions.

_____ 8. You should look for the positive in the negative.

_____ 9. A positive attitude does not affect on-the-job relations.

_____10. Having a purpose for living is not necessary. You have little control over what happens to you.

D. Explain in your own words how prejudice can affect attitudes. You may want to give an example.

UNIT I
Module 4: *Attitudes*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 2

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 3

Answers will vary; however, the following may be used as examples.

A. I do not need and must not have approval from all people; I can be happy with only those from whom I do have approval.

B. I will fail at some things. Failure does not mean that I am stupid, lazy, bad, or all three.

C. When people act unfairly, it does not mean they are mean, rotten people. All people do act unfairly at times. When I act this way, it does not mean that I am a bad person.

D. I can stand it when I am frustrated, treated unfairly, or rejected.

E. Only I can change my feelings. Other people and things do not cause my feelings. I do have control over my feelings.

F. Facing and solving problems is better than avoiding them. The way to be happy is to enjoy myself and solve my problems as they occur so I will not always try to avoid them.

ACTIVITY SHEET 4

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 5

Evaluated to the satisfaction of the teacher.

UNIT I-4
ANSWERS TO UNIT TEST

A.

1. c
2. e
3. b
4. d
5. a

B. Five of the following:

1. Smiles often
2. Willing to change ideas, dress, and behavior when needed
3. Able to see the other person's point of view
4. Almost never complains
5. Accepts the responsibility for mistakes
6. Seldom, if ever, criticizes others
7. Thinks of only the good in others
8. Looks the other person in the eye when speaking
9. Respects the ideas and opinions of others
10. Seldom, if ever, makes excuses
11. Has a variety of interests

C.

1. T
2. F
3. T
4. T
5. F
6. T
7. T
8. T
9. F
10. F

D. Evaluated to the satisfaction of the teacher.

TEACHER PREPARATION

UNIT II

Module 1: *Introduction to the Career Groups*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (II-1-7, 8, 9, 10)	1 (II-1-11)
2 (II-1-14)	2 (II-1-21)
3 (II-1-26, 27)	3 (II-1-22, 23)
	4 (II-1-24)
	5 (II-1-25)
	6 (II-1-28, 29)
	7 (II-1-30, 31)

UNIT II-1 TEST (II-1-41, 42, 43, 44)

Make Transparencies of:

- TM 1 (II-1-12)
- TM 2 (II-1-13)
- TM 3 (II-1-15)
- TM 4 (II-1-16)
- TM 5 (II-1-17)
- TM 6 (II-1-18)
- TM 7 (II-1-19)
- TM 8 (II-1-20)

Each Student Will Need:

- for ACTIVITY SHEET 3 (II-1-22, 23): *scissors, glue*
- for ACTIVITY SHEET 4 (II-1-24): *chalkboard, chalk*
- for ACTIVITY SHEET 5 (II-1-25): *scissors, sack, box, or any other container that will hold slips of paper, privilege for winners*
- for ACTIVITY SHEET 6 (II-1-28, 29): *newspaper want ads, scissors, glue*

Additional Preparation:

1. Signs, "A Beft is Coming" for the classroom and/or other areas. (See instuctions under I.B.1 on page II-1-3.)

2. At teacher discretion, select from Supplemental Activities on pages II-1-33 through II-1-40.

UNIT II

Module 1: *Introduction to the Career Groups*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (II-1-7, 8, 9, 10): THE CLUSTERS APPROACH.** As the teacher lectures from the Teacher Lecture Copy (II-1-7, 8), students fill in the blanks on the Student Copy (II-1-9, 10).

1. Use **ACTIVITY SHEET 1 (II-1-11): HOW MANY DO YOU KNOW?** to introduce this unit and to act as a pretest of information presented.

a. Determine the student who listed the most occupations.

b. Randomly call on students to give examples from their lists; this will reinforce the concept that where they live and what they do influence the occupations with which they will come in contact.

c. Keep this activity so you can compare it at the conclusion of the fifteen clusters; students should notice a significant difference in the number of occupations.

2. Stress that the cluster system was created to increase our knowledge of occupations.

3. Use **TM 1 (II-1-12): OCCUPATIONAL CLUSTERS** to reinforce the definition of the term **occupational clusters.**

4. Use **TM 2 (II-1-13): USING THE CLUSTER CLASSIFICATION SYSTEM CAN HELP YOU WITH CAREER DECISION MAKING** to reinforce the fact to students that knowing more about different occupations will help in choosing a career that is right for them.

B. **INFORMATION SHEET 2 (II-1-14): THE FIFTEEN OCCUPATIONAL CLUSTERS**

1. If possible, several days before introducing this information, place signs in your classroom and/or other areas in your school stating that **"A BEFT IS COMING"** in order to create curiosity and interest among the students.

2. Explain why the fifteen clusters classification system is used.

3. Use **TM 3 (II-1-15)** through **TM 6 (II-1-18)** to introduce A BEFT.

a. Explain that by knowing A BEFT, they will be able to identify all 15 clusters.

b. Explain that they will be using a tool for remembering several words or statements; this is called **mneumonics**.

c. Explain that only one beft exists, and it is referred to as "**A BEFT**;" it is three centimeters tall and is strong enough to hold two horses pulling in the opposite direction; in other words, **A BEFT** has two horsepower.

d. Use **TM 7 (II-1-19): A BEFT** to explain that if they remember this information about **A BEFT**, they have a code that can be used to help them remember the 15 clusters.

e. Use **TM 8 (II-1-20): A BEFT** to explain how the code works.

4. Go over the clusters and their definitions contained in the Information Sheet.

5. Have the students complete **ACTIVITY SHEET 2 (II-1-21): NAMING THE FIFTEEN CLUSTERS.**

6. Use **ACTIVITY SHEETS 3 (II-1-22, 23): USING SYMBOLS TO HELP REMEMBER THE CLUSTERS & 4 (II-1-24): WRITE ONE/ADD ONE** as additional reinforcement for learning the clusters.

NOTE

Students with limited English proficiency or with limited reading skills will benefit from using these activities to reinforce the learning of the names of the 15 clusters.

7. **ACTIVITY SHEET 5 (II-1-25): REINFORCING THE CLUSTERS' DEFINITIONS** will assist students in learning the definitions of the 15 clusters.

C. **INFORMATION SHEET 3 (II-1-26, 27): EXAMPLES OF OCCUPATIONS CLASSIFIED IN EACH CLUSTER**

1. Have the students express their opinions of why these occupations are classified as they are.

2. Explain that because of the nature of the work involved, occupations listed under one cluster could also be classified under another cluster or clusters.

3. Use **ACTIVITY SHEET 6 (II-1-28, 29): USE THE WANT ADS** to give students application in classifying occupations in their appropriate clusters.

a. Secure enough newspapers, scissors, and glue for each student.

b. If you are from a small town with few job openings, you may wish to use newspapers published in a nearby city.

4. **ACTIVITY SHEET 7 (II-1-30, 31): HOW MANY OCCUPATIONS DO YOU KNOW FOR EACH CLUSTER?** will assist students in learning to name occupations classified in the particular clusters.

D. **SUPPLEMENTAL ACTIVITIES SECTION (II-1-33 through II-1-40)**

1. Note to the Teacher
2. Learning About a Variety of Occupations
3. Individual Study Activities

II. Unit II-1 Test (II-1-41, 42, 43, 44)

III. Answers to Activity Sheets and Unit II-1 Test (II-1-45, 46)

UNIT II

Module 1: *Introduction to the Career Groups*

INFORMATION SHEET 1: THE CLUSTERS APPROACH (TEACHER LECTURE COPY)

I. What is meant by the Clusters Approach?

A. Most of you, when asked to think of as many occupations as you can, will think of only those occupations which you have observed in some manner during your life.

EXAMPLES: Doctors, police officers, professional athletes, models, actors/actresses, etc.

B. Many occupations are in the world of work with which you have not come in contact.

1. The *Dictionary of Occupational Titles* lists over 20,000 occupations.

2. Where you live and what you do influence the occupations with which you come in contact.

3. The rapid changes in technology are creating new occupations, deleting occupations, and changing the job tasks of many occupations.

C. It is impossible for anyone to recall the titles of all the occupations that exist.

1. In order to achieve a broad understanding of the world of work, there must be a means of placing similar, or "like," occupations into groups to help in understanding and investigating occupations.

2. The cluster classification system groups like occupations to form a cluster.

D. The term **occupational cluster** has taken on a variety of meanings.

1. The type of job cluster system developed depends upon the purposes and requirements of those doing the clustering.

2. Occupations may be grouped to form a cluster because they are considered alike based upon producing similar job products, the nature of the work, the job knowledge required, the job location related to the occupation, etc.

E. Occupations can often be placed in more than one cluster.

EXAMPLES: Landscape architect can be placed in the Agri-business and Natural Resources Cluster or the Environment Cluster; flight attendant can be placed in the Hospitality and Recreation Cluster or the Transportation Cluster.

F. Occupations requiring different levels of education/training can be found within each cluster.

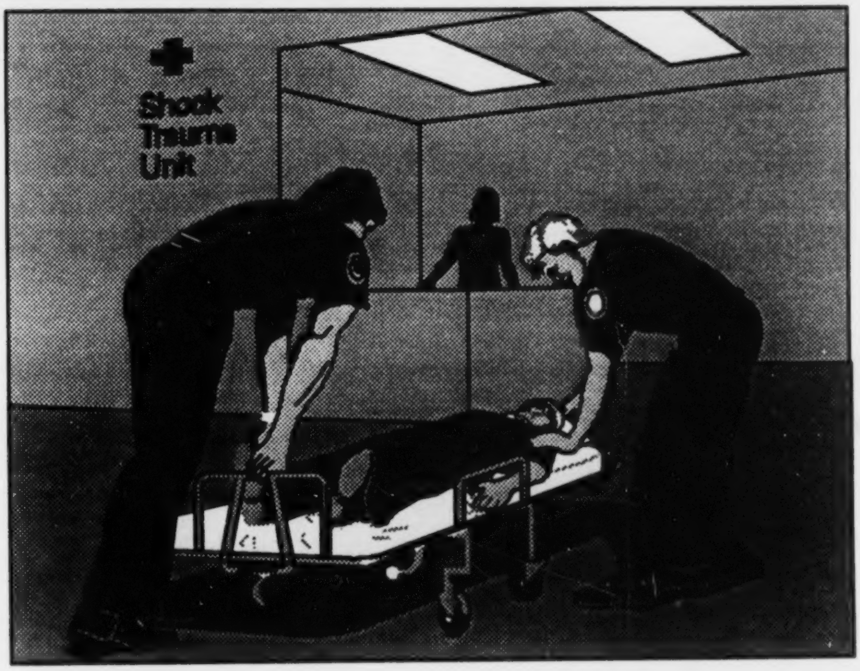
II. The cluster approach to classifying occupations can help you with your career decision making.

A. It helps you in discovering occupations you did not know existed.

B. By discovering more occupations, you are more likely to find the career that is right for you.

C. If for some reason you are unable to pursue the occupation that interests you, do not give up; you will often find very similar occupations within the same cluster.

EXAMPLE: Robbie has the interest and aptitudes needed to be a successful doctor. As you know, it takes many years to become a doctor. Robbie was undecided until she found several careers listed in the health cluster that had job tasks similar to what a doctor would do. Robbie is now working toward a career as an emergency medical technician.



INFORMATION SHEET 1: THE CLUSTERS APPROACH (STUDENT COPY)

I. What is meant by the Clusters Approach?

A. Most of you, when asked to think of as many occupations as you can, will think of only those occupationswhich you have observed in some manner during your life.

EXAMPLES: Doctors, police officers, professional athletes, models, actors/actresses, etc.

B. Many occupations are in the world of work with which you have not come in contact.

1. *The Dictionary of Occupational Titles* lists over ________ occupations.

2. __________ and _________ influence the occupations with which you come in contact.

3. The rapid changes in ________ are creating new occupations, deleting occupations, and changing the job tasks of many occupations.

C. It is impossible for anyone to recall the titles of all the occupations that exist.

1. In order to achieve a broad understanding of the world of work, there must be a means of placing ____________________ into groups to help in understanding and investigating occupations.

2. The cluster classification system groups like occupations to form a _____.

D. The term ______________ has taken on a variety of meanings.

1. The type of job cluster system developed depends upon the purposes and requirements of those doing the clustering.

2. Occupations may be grouped to form a cluster because they are considered alike based upon producing ______________, the ______________, the ________________, the ________ related to the occupation, etc.

E. Occupations can often be placed in ________________.

EXAMPLES: Landscape architect can be placed in the Agri-business and Natural Resources Cluster or the Environment Cluster; flight attendant can be placed in the Hospitality and Recreation Cluster or the Transportation Cluster.

F. Occupations requiring different ____________________ can be found within each cluster.

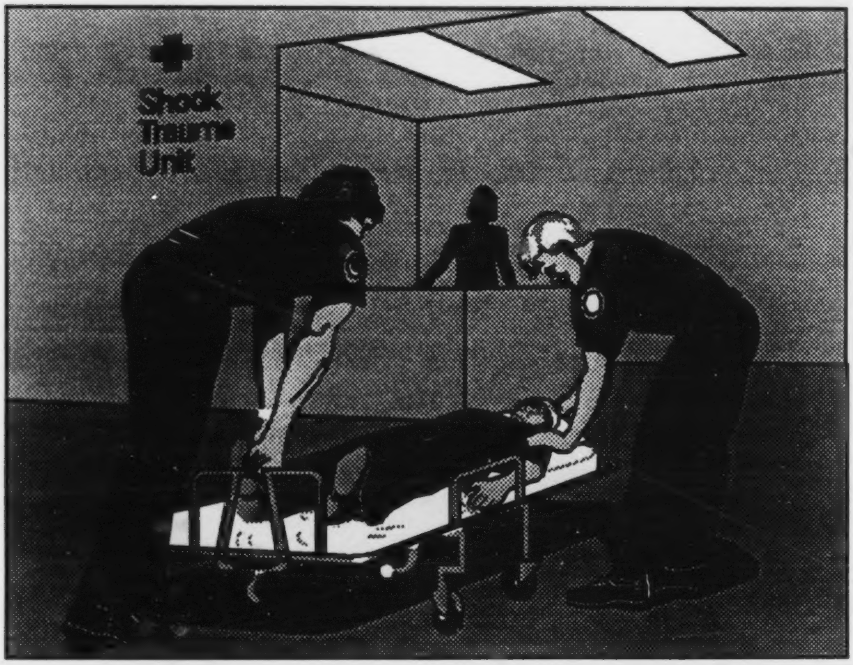
II. The cluster approach to classifying occupations can help you with your ________________ ________________ .

A. It helps you in discovering occupations you ______________________________ .

B. By discovering more occupations, you are more likely to find ________________ _____ .

C. If for some reason you are unable to pursue the occupation that interests you, ________________ ; you will often find very similar occupations within the same cluster.

EXAMPLE: Robbie has the interest and aptitudes needed to be a successful doctor. As you know, it takes many years to become a doctor. Robbie was undecided until she found several careers listed in the health cluster that had job tasks similar to what a doctor would do. Robbie is now working toward a career as an emergency medical technician.



ACTIVITY SHEET 1: HOW MANY DO YOU KNOW?

DIRECTIONS: List as many occupations as you can think of in the box below.

TM 1

OCCUPATIONAL CLUSTERS (GROUPS)

Jobs or Occupations

grouped together

because they are alike

TM 2

USING THE CLUSTER CLASSIFICATION SYSTEM CAN HELP YOU WITH CAREER DECISION MAKING

INFORMATION SHEET 2: THE FIFTEEN OCCUPATIONAL CLUSTERS

Agri-Business and Natural Resources
It is a group of occupations involved in getting raw materials from the earth; regulated by the U.S. Department of Agriculture.

Business and Office
It is a group of occupations involved in the recording and processing of data in business offices.

Communications and Media
It is a group of occupations involved in the preparation and presentation of oral or written communications to the public.

Construction
It is a group of occupations involved in all phases of the building industry.

Consumer and Homemaking
It is a group of occupations involved in the improvement of family living.

Environment
It is a group of occupations involved in the protection and conservation of nature, natural resources, and inhabitants of our land.

Fine Arts and Humanities
It is a group of occupations involved in the advancement of the arts, religion, and culture.

Health
It is a group of occupations involved in providing services and facilities to maintain the health of people.

Hospitality and Recreation
It is a group of occupations involved in promoting entertainment and tourism.

Manufacturing
It is a group of occupations involved in the design and assembly of products.

Marine Science
It is a group of occupations involved in the discovery and cultivation of food and minerals from oceans, lakes, and rivers.

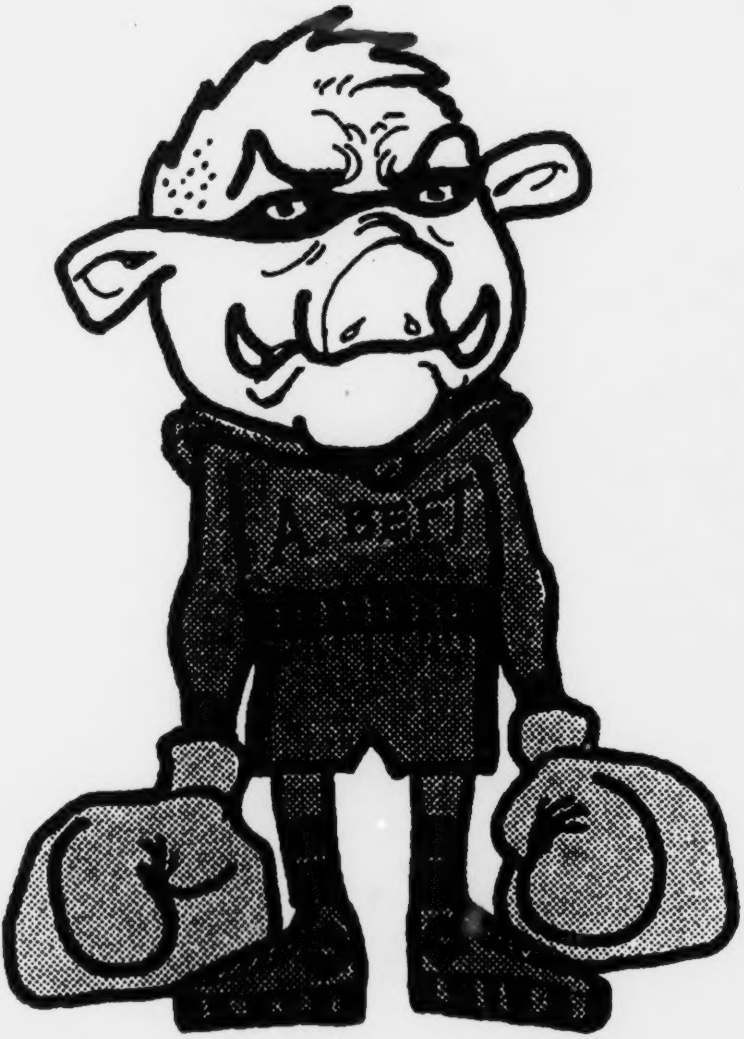
Marketing and Distribution
It is a group of occupations involved in influencing people to buy a product or service and shipping products from manufacturer to seller.

Personal Services
It is a group of occupations involved in personal improvement, the comfort and appearance of a person, and his/her possessions.

Public Services
It is a group of occupations involved in benefitting society as a whole; salaries are paid by taxes.

Transportation
It is a group of occupations involved in moving people and things from one place to another.

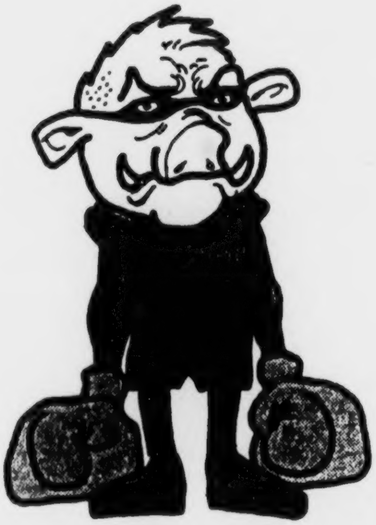
A Beft



TM 3

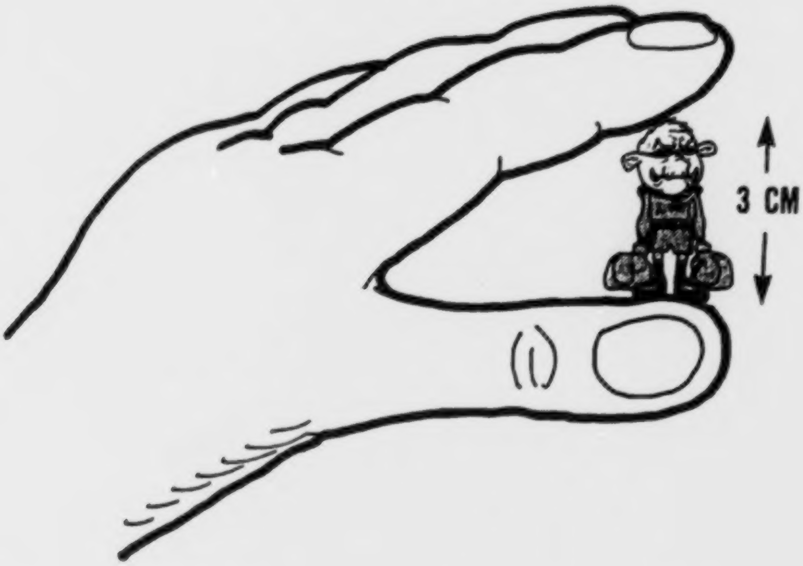
A Beft:

a small animal of immense strength



TM 4

3 CM



3 centimeters = a little more than 1 inch

TM 5

2 HP

(Horse Power)

TM 6

A

B
E
F
T

$$\left.\begin{array}{c}\mathbf{C}\\\mathbf{C}\\\mathbf{C}\end{array}\right\}\text{3C's}$$

$$\left.\begin{array}{c}\mathbf{M}\\\mathbf{M}\\\mathbf{M}\end{array}\right\}\text{3 M's}$$

$$\left.\begin{array}{c}\mathbf{H}\\\mathbf{H}\end{array}\right\}\text{2 H's}$$

$$\left.\begin{array}{c}\mathbf{P}\\\mathbf{P}\end{array}\right\}\text{2 P's}$$

TM 7

A	Agri-Business and Natural Resources
B	Business and Office
E	Environment
F	Fine Arts and Humanities
T	Transportation
C	Consumer and Homemaking
C	Communications and Media
C	Construction
M	Marketing and Distribution
M	Marine Science
M	Manufacturing
H	Health
H	Hospitality and Recreation
P	Public Services
P	Personal Services

TM 8

ACTIVITY SHEET 2: NAMING THE FIFTEEN CLUSTERS

DIRECTIONS: Now that you have met BEFT, you should have no problem in naming the fifteen clusters. List them below:

A

B
E
F
T

C
C
C
M
M
M

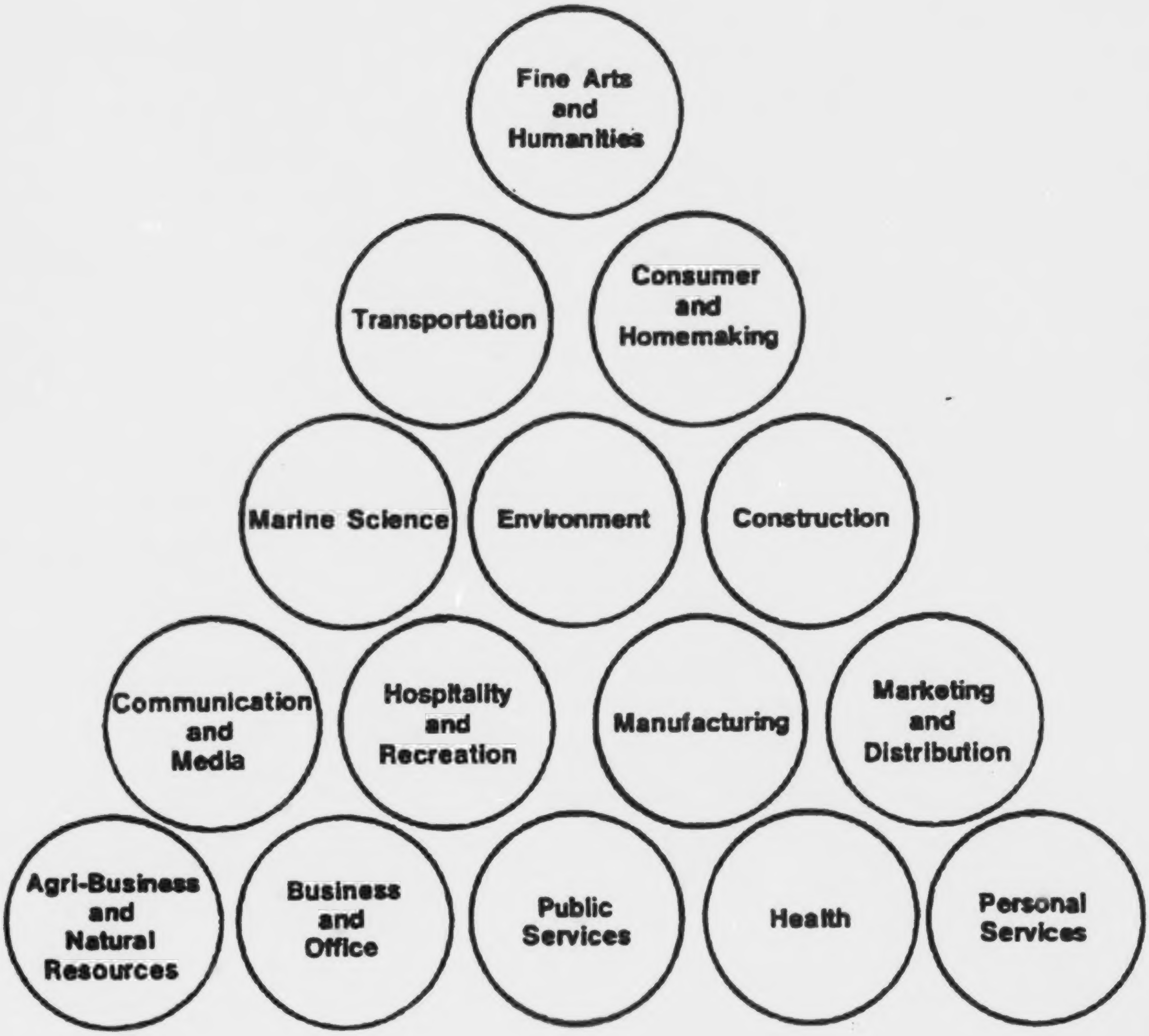
H
H
P
P

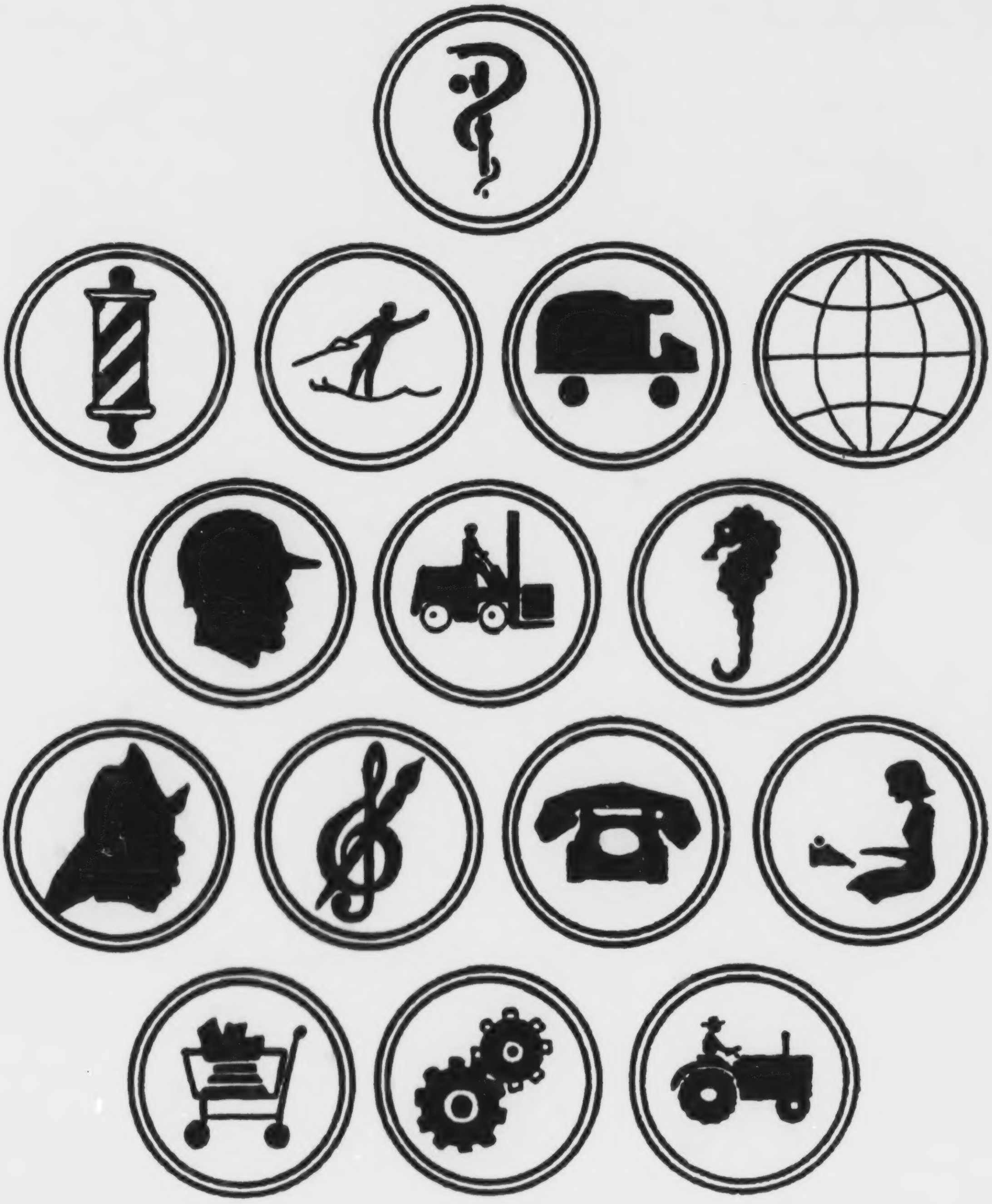
ACTIVITY SHEET 3: USING SYMBOLS TO HELP REMEMBER THE CLUSTERS

DIRECTIONS: It is sometimes easier to remember things if you can link them to a picture, or a symbol in this case.

1. Cut out the symbols on the following page.

2. Glue each symbol in the circle that it best represents.


Fine Arts and Humanities
Transportation
Consumer and Homemaking
Marine Science
Environment
Construction
Communication and Media
Hospitality and Recreation
Manufacturing
Marketing and Distribution
Agri-Business and Natural Resources
Business and Office
Public Services
Health
Personal Services



ACTIVITY SHEET 4: WRITE ONE/ADD ONE

DIRECTIONS:

1. Divide the class into two or more groups (depending on chalkboard space).

2. When the teacher gives the signal, the first member of each group goes to the chalkboard.

3. He/she writes the first letter of the A BEFT formula, then sits down.

4. The next student writes the second letter of the formula (if the first was correct); if it was not, the student corrects the letter. Once the formula has been completed, students should write the cluster titles.

NOTE

Each student must write something, even if it is wrong; the next student, however, must correct the other student's mistake. Students can only correct or add, not both.

5. Play proceeds until the A BEFT formula has been completed and the fifteen cluster titles have been written and spelled correctly.

6. The group who first completes the A BEFT formula and lists the cluster titles (spelled correctly) is declared the winner.

ACTIVITY SHEET 5: REINFORCING THE CLUSTERS' DEFINITIONS

DIRECTIONS:

1. Reproduce information on INFORMATION SHEET 2 (II-1-14): THE FIFTEEN OCCUPATIONAL CLUSTERS.
2. Cut the definitions apart, fold them, and place them in a container.
3. Divide the class into two groups.
4. Have the groups stand on opposite sides of the room.
5. Have the student draw a definition from the container.
6. Read the definition to the student.
7. The student must state to what cluster the definition belongs.
8. If the student answers incorrectly, have him/her sit down.
9. Ask the next student from the opposite team, and so on until it is answered correctly.
10. The team with the most players standing when all 15 definitions have been given is declared the winner.
11. Have a special privilege or prize for the team who wins.

NOTE

If your classroom environment does not lend itself to group activities, read each definition to the class and have the students write on their papers the cluster it defines. The student(s) with the correct answers could then be granted a special privilege or given a prize.

INFORMATION SHEET 3: EXAMPLES OF OCCUPATIONS CLASSIFIED IN EACH CLUSTER

I. **Agri-Business and Natural Resources**
- Cattle Rancher
- Food and Drug Inspector
- Veterinarian
- Zoologist
- County Agricultural Extension Agent

II. **Business and Office**
- Accountant
- Data Systems Analyst
- Court Reporter
- Secretary
- Bank Cashier

III. **Communications and Media**
- News Reporter
- Telephone Operator
- Newspaper Editor
- Announcer
- Sound Effects Engineer

IV. **Construction**
- Carpenter
- Plumber
- Welder
- Painter
- Surveyor

V. **Consumer and Homemaking**
- Dietitian
- Interior Decorator
- County Family and Consumer Sciences Extension Agent
- Bridal Consultant
- Consumer Service Specialist

VI. **Environment**
- Air Analyst
- Food and Drug Inspector
- Soil Conservationist
- Exterminator
- Milk Sampler

VII. **Fine Arts and Humanities**
- Poet
- Actor
- Clergy Member
- Curator
- Artist

VIII. **Health**
- Psychiatrist
- Medical Doctor
- Hospital Administrator
- Pharmacist
- Nurse

IX. **Hospitality and Recreation**
- Travel Agent
- Athletic Trainer
- Professional Athlete
- Clown
- Zoo Caretaker

X. **Manufacturing**
- Die Maker
- Machinist
- Sewing Machine Operator
- Quality Control Technician
- Laborer

XI. **Marine Science**
- Aquatic Biologist
- Seal Hunter
- Diver
- Fish Farmer
- Sailmaker

XII. **Marketing and Distribution**
- Salesperson
- Store Manager
- Purchasing Agent
- Model
- Shipping Clerk

XIII. **Personal Services**

- Housekeeper
- Chauffeur
- Hair Stylist
- Dog Groomer
- Drycleaner

XIV. **Public Services**

- Police Officer
- City Manager
- Teacher
- Mail Carrier
- Water Treatment Plant Operator

XV. **Transportation**

- Truck Driver
- Airline Pilot
- Bus Driver
- Locomotive Engineer
- Navigator

ACTIVITY SHEET 6: USE THE WANT ADS

DIRECTIONS: Use the help-wanted ads in the newspaper to help you match the occupations to the cluster in which they fit best. Try to find one ad for each cluster. Paste them in the correct square on this page.

Agri-Business and Natural Resources

Business and Office

Communications and Media

Construction

Consumer and Homemaking

Environment

Fine Arts and Humanities

Health

Hospitality and Recreation

Manufacturing

Marine Science

Marketing and Distribution

Personal Services

Public Services

Transportation

ACTIVITY SHEET 7: HOW MANY OCCUPATIONS DO YOU KNOW FOR EACH CLUSTER?

DIRECTIONS: List as many occupations as you can for each cluster.

Agri-Business and Natural Resources

Business and Office

Communications and Media

Construction

Consumer and Homemaking

Environment

Fine Arts and Humanities

Health

Hospitality and Recreation

Manufacturing

Marine Science

Marketing and Distribution

Personal Services

Public Services

Transportation

CAREER OPPORTUNITIES: SUPPLEMENTAL ACTIVITIES (NOTE TO THE TEACHER)

Depending upon your class schedule and time guidelines, you may want to continue studying the occupational clusters. The activities listed in this supplemental section offer fun, instructional activities for groups or individual students.

LEARNING ABOUT A VARIETY OF OCCUPATIONS

The following activities may be used when studying each cluster to assist students in learning about a variety of occupations.

A. WHAT'S MY LINE?

1. Have the students choose an occupation in the cluster to investigate. (Use the Occupational Report Form on page II-2-11 as a guide for preparing the reports.)

2. If possible, try to get each student to choose a different occupation.

3. When the students are familiar with the occupation on which they are reporting, choose one student to sit at the front of the room.

4. The students are to ask the student sitting at the front of the room questions in an effort to identify the occupation on which he/she reported.

5. The first student who identifies the occupation correctly takes the student's place at the front of the room.

6. To prevent the students from shouting out possible occupations, tell them that an occupational title cannot be given until at least five questions concerning the occupations have been asked.

B. OCCUPATIONAL TWENTY QUESTIONS

1. Divide the class into two teams.

2. Each student should choose a career and research it using such resources as the *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, pamphlets, etc.

3. When the students have completed their research, each team should send a representative to the other team.

4. Twenty questions are allowed, but each question should be asked so that it can be answered with "yes" or "no."

5. One point is given to the team if they guess the occupation in less than 20 questions, or one point is given to the team if they stump their opponents.

6. The team with the most points is declared the winner.

C. HOW MANY CAN YOU NAME?

Divide the class into groups. Have the groups list as many occupations in a cluster as they can. Have the group of students who listed the most occupations read their list; declare them the winner if their answers are correct.

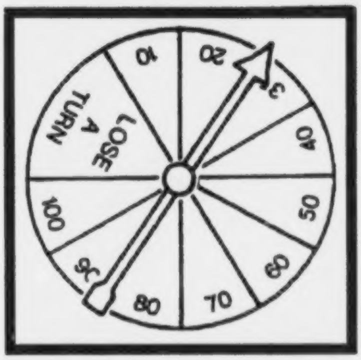
D. CAREER TRIVIA

If you have career brief cards, arrange them by clusters. Pull a card at random and read several items of information listed. The students should then be asked to name the occupation.

E. WHEEL OF OCCUPATIONS

This activity is a variation of the T.V. game show, Wheel of Fortune and may be conducted with the entire class, or with minimum modifications, small groups of students. This is an excellent activity to utilize for those students who finish their work before others.

1. Construct a large wheel out of posterboard or plywood to resemble the following:



2. Divide the class into two groups.
3. On the chalkboard, leave blank lines for each letter needed to spell an occupation, e.g., VETERINARIAN.
4. Flip a coin to decide which team will begin play.
5. A student must spin the wheel before guessing a consonant. If a student guesses correctly, the letter is placed in the appropriate blank and the team is awarded the number of points received as a result of the spin. The other members of the same team follow the same procedure until one of them cannot name the correct occupation, or they cannot name a letter which is needed to spell the occupation.
6. Play reverts to the other team each time a student spins "lose a turn," or the team does not name a letter that is needed to spell the occupation correctly.
7. A team may elect to purchase a vowel for 10 points to assist them in naming the occupation; if the vowel does not belong, however, the team loses the ten points, and play reverts to the other team.

8. The game continues until a team can correctly name the occupation.

9. The team that names the occupation is awarded the total number of points accumulated in naming the occupation.

10. The team with the most points accumulated at the end of the game (several occupations should be given) is declared the winner.

F. USING NEWSPAPERS AND MAGAZINES

The following activities will give students an opportunity to learn about a variety of occupations and to become familiar with newspapers and magazines.

1. Have the students cut out help-wanted ads for occupations that fit in the cluster you are studying. Each student should have at least one advertisement to share with the class.

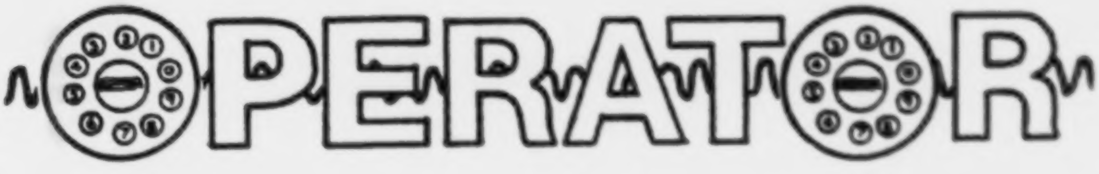
2. Have the student skim the newspapers and/or magazines and circle in red all occupations mentioned. Students should then be asked to locate the occupations that are circled that fit in the cluster being studied and list them on a sheet of paper.

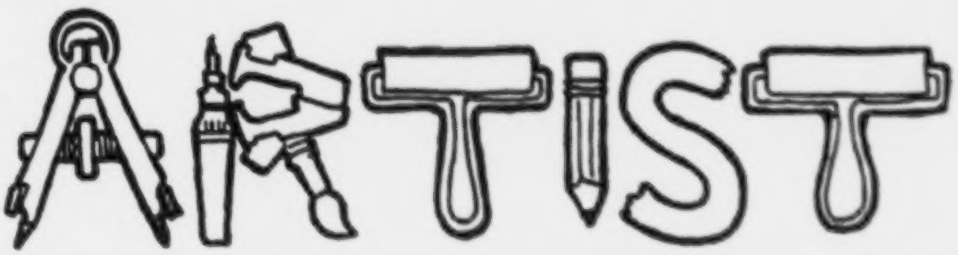
G. CAREER ART

Have the students create their own career art. Have them keep in mind what tools a person would use performing the occupations/job tasks and/or the job duties.

NOTE

You may wish to make a transparency of the following sketches to assist the students in understanding this activity.





H. CAREER POETRY

Have the students combine their knowledge with their creativity. Have them print the name of an occupation vertically. Then write a poem about the occupation using each letter as the first letter of each line. For example:

C arefully measures
A lways seen with
R uler in hand
P ounding
E very
N ail
T ensely in an
E ffort to make it
R ight

I. OCCUPATIONAL PATCHWORK QUILT

This activity is a great way to get students involved in studying the clusters and to promote your program. It may be done while studying individual clusters or at the conclusion of studying all fifteen clusters.

SUPPLIES NEEDED

1. Tubes of liquid embroidery
2. Domestic muslin material*
3. Scissors
4. Colored quilted backing

*The number of students you have will determine how much material you will need.

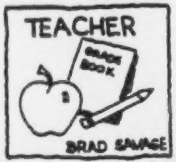
Merchants will often donate the supplies if you agree to display the finished quilt in their store.

1. Students are to choose an occupation that interests them.

2. Each student should be given a 6" x 6" square of muslin.

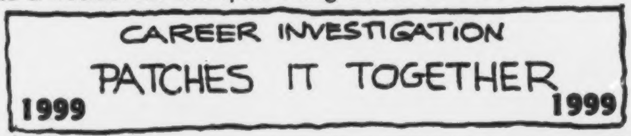
3. Using the liquid embroidery, students should illustrate the occupation of interest, write the name of the occupation at the top and their names at the bottom.

For Example:

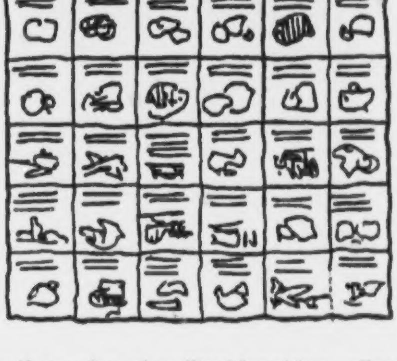


4. You should complete a header for the quilt using domestic muslin.

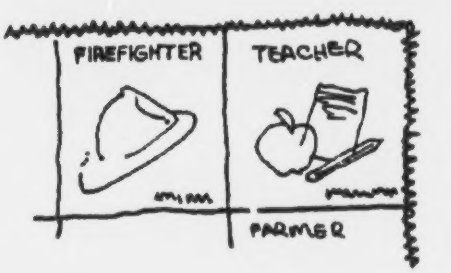
For Example:



5. When all squares have been completed, sew them, along with the header together. The home economics teacher or a parent can help with this task if needed.

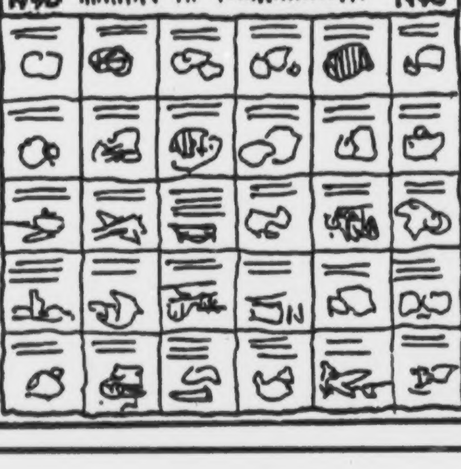


6. Sew the patchwork to the colored quilted backing, allowing at least a one-inch border on all sides.



NOTE

If you want to include both semesters of students in the finished product, you may have to reduce the size of the squares.



J. FUTURE OCCUPATIONS

Have the students think of future ocupations that might appear in the cluster being studied. Have them answer the following:

1. Explain why you think this occupation may appear.
2. Describe the work tasks. (What a person who has this occupation would do.)
3. Describe what education/training will be needed.
4. Describe the place where a person who has this occupation will work.
5. Predict the salary.

INDIVIDUAL STUDY ACTIVITIES

The following activities will assist students in mastering TEKS 2: "locate, analyze, and apply career information." Those activities which may be used in each of the cluster areas are listed in this section.

A. **Biographical sketches:** Biographies and autobiographies contain information that describes a person's occupation in-depth, i.e., both the good and bad points. Choose an autobiography or biography of a person whose occupation interests you. Then, prepare a report according to the following outline:

   I. Name of book, date published
   II. Author
   III. Person's name and occupation
   IV. Describe why you think this person chose his/her occupation
   V. Education/training received in order to pursue the occupation
   VI. Describe the events in the person's life that you felt led him/her to choose the occupation.
   VII. Describe your reasons for wanting or not wanting to pursue this person's occupation.

B. **Tape an interview:** Using the Interview Questions Form on page II-2-18 to 20, interview someone whose occupation interests you and tape the conversation.

C. **Prepare a career journal:** Identify at least five occupations in the cluster; each entry in the journal should include a picture of the occupation and a description of that occupation should follow the pictures.

D. **Prepare a bulletin board or poster:** Describe at least 5 occupations in the cluster; pictures that describe in some way the occupations should be secured and a short description of that occupation should follow the pictures.

E. **Prepare a portfolio:** Combine pictures of persons performing actual job tasks of occupations classified in the cluster. Below the pictures, write a short description of what is being depicted.

F. **Prepare a brochure:** Describe five occupations in the cluster; include occupational duties, education/training involved, earnings, etc.; "sell" others on these occupations.

G. **Prepare a slide/tape presentation:** Include images that depict workers performing job tasks of at least five occupations classified in the cluster.

   1. Take pictures (using slide film) of persons performing tasks.
   2. Have the film developed.
   3. Prepare and tape the narration, which should include information concerning the duties being depicted, the work establishment where the occupation is being performed, the education/training needed to pursue the occupation, the earnings, etc.
   4. Choose a place of business/industry about which you would like to learn more. Using the Career Resources File, determine the address and telephone number of the business/industry. With your teacher's help, contact them to set a time you could observe workers performing their tasks (after school or on Saturday). Write a one page report on what you observed there.

UNIT II-1 TEST

A. Match the following terms and definitions by placing the correct letter in the blank at the left.

_____ 1. Those things that exist in their natural state; those things not changed by some human process

_____ 2. Of or having to do with human beings as they live together in a group or groups

_____ 3. Standard of what is good or right in the way one lives

_____ 4. The ideas, skills, arts, tools, and way of life of a certain people in a certain time

_____ 5. To gather together because of a likeness or similarity

a. Culture
b. Cluster
c. Social
d. Raw Materials
e. Moral

B. Place the letter of the correct answer in the space at the left.

_____ 1. Rapid changes in technology __________, therefore, there may be many occupations of which you have never heard.
   a. create new occupations
   b. delete new occupations
   c. change the job tasks of many occupations
   d. a, b, and c

_____ 2. Because there are over _____ occupations available, a system had to be created to make it easier to learn more about the occupations.
   a. 2,000
   b. 100,000
   c. 20,000
   d 1 million

_____ 3. Most people __________ recall the titles of all occupations that exist.
   a. can
   b. cannot

_____ 4. The cluster classification system groups __________ occupations to form a cluster.
   a. identical
   b. random
   c. like
   d. unlike

_____ 5. Occupations can be classified in __________.
   a. more than one cluster
   b. only one cluster

_____ 6. __________ requiring different levels of education/training can be found within each cluster.
   a. Clusters
   b. Systems
   c. Changes
   d. Occupations

_____ 7. Using the cluster system helps you in discovering occupations you __________ existed.
   a. already knew
   b. did not know

_____ 8. By discovering more __________, you are more likely to find the career that is right for you.
   a. occupations
   b. technology
   c. friends
   d. products

_____ 9. Where you live and what you do, __________ influence the occupations with which you come in contact.
   a. does not
   b. does

_____10. If for some reason you are unable to pursue the occupation that interests you, do not give up; you will __________.
   a. find a job some day
   b. find very similar careers within the same cluster
   c. have to change your mind completely concerning your career plans
   d. never have to work, anyway

C. Match the following terms and definitions by placing the correct letter in the blanks at the left.

__ 1. It is a group of occupations involved in the preparation and presentation of oral or written communications to the public.

__ 2. It is a group of occupations involved in all phases of the building industry.

__ 3. It is a group of occupations involved in promoting entertainment and tourism.

__ 4. It is a group of occupations involved in the protection and conservation of nature, natural resources, and inhabitants of our land.

__ 5. It is a group of occupations involved in the recording and processing of data in business offices.

__ 6. It is a group of occupations involved in getting raw materials from the earth; regulated by the U.S. Department of Agriculture.

__ 7. It is a group of occupations involved in the advancement of the arts, religion, and culture.

__ 8. It is a group of occupations involved in moving people and things from one place to another.

__ 9. It is a group of occupations involved in providing services and facilities to maintain the health of people.

__ 10. It is a group of occupations involved in the improvement of family living.

__ 11. It is a group of occupations involved in personal improvement, the comfort and appearance of a person, and his/her possessions.

__ 12. It is a group of occupations involved in the discovery and cultivation of food and minerals from oceans, lakes, and rivers.

__ 13. It is a group of occupations involved in the design and assembly of products.

__ 14. It is a group of occupations involved in influencing people to buy a product or service and shipping products from manufacturer to seller.

__ 15. It is a group of occupations involved in benefitting society as a whole; salaries are paid by taxes.

a. Agri-Business and Natural Resources

b. Business and Office

c. Environment

d. Fine Arts and Humanities

e. Transportation

f. Communication and Media

g. Construction

h. Consumer and Homemaking

i. Manufacturing

j. Marine Science

k. Marketing and Distribution

l. Health

m. Hospitality and Recreation

n. Personal Services

o. Public Services

D. Name the fifteen clusters.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

11. ______________________________

12. ______________________________

13. ______________________________

14. ______________________________

15. ______________________________

UNIT II

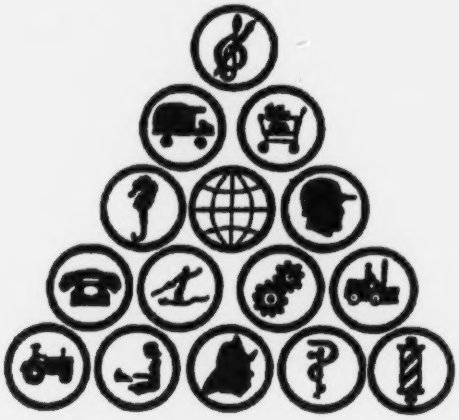
Module 1: *Introduction to the Career Groups*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1
Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 2
Agri-Business and Natural Resources
Business and Office
Environment
Fine Arts and Humanities
Transportation
Communications and Media
Construction
Consumer and Homemaking
Manufacturing
Marketing and Distribution
Marine Science
Health
Hospitality and Recreation
Personal Services
Public Service

ACTIVITY SHEET 3



ACTIVITY SHEETS 4 AND 5
Evaluated to the satisfaction of the teacher.

ACTIVITY SHEETS 6 AND 7
These activities should be checked for accuracy in classifying occupations into their correct clusters.

UNIT II-1
ANSWERS TO UNIT TEST

A.

1. d
2. c
3. e
4. a
5. b

B.

1. d
2. c
3. b
4. c
5. a
6. d
7. b
8. a
9. b
10. b

C.

1. f
2. g
3. m
4. c
5. b
6. a
7. d
8. e
9. l
10. h
11. n
12. j
13. i
14. k
15. o

D.

The order in which the clusters are named may vary.

1. Agri-Business and Natural Resources
2. Business and Office
3. Environment
4. Fine Arts and Humanities
5. Transportation
6. Communications and Media
7. Construction
8. Consumer and Homemaking
9. Manufacturing
10. Marine Science
11. Marketing and Distribution
12. Health
13. Hospitality and Recreation
14. Personal Services
15. Public Services

TEACHER PREPARATION

UNIT II

Module 2: *Locating and Using Information About Occupations*

Copy One Per Student (if desired):

INFORMATION SHEETS:
1 (II-2-5)
2 (II-2-7, 8)
3 (II-2-13, 14)

ACTIVITY SHEETS:
1 (II-2-6)
2 (II-2-9)
3 (II-2-10)
4 (II-2-11)
5 (II-2-12)
6 (II-2-15)
7 (II-2-16, 17, 18, 19, 20, 21, 22)

UNIT II-2 TEST (II-2-23, 24)

Additional Resources Needed:

- for INFORMATION SHEET 1, ACTIVITY SHEETS 2 and 3: *The Dictionary of Occupational Titles* (See note on II-2-3)
- for ACTIVITY SHEET 4: *Occupational Outlook Handbook*, computer programs, on-line or other resources (see II-2-11 directions)

UNIT II

Module 2: *Locating and Using Information About Occupations*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (II-2-5): TERMS AND DEFINITIONS**

1. Discuss terms and definitions.

2. Have the students complete **ACTIVITY SHEET 1 (II-2-6): USING TERMS TO MAKE SENTENCES** to reinforce the definitions.

B. **INFORMATION SHEET 2 (II-2-7, 8): WHAT IS OUT THERE**

1. Stress the importance of the students' learning how to use career resources.

2. Further explain the times the students would use each of the resources.

a. Because some students are not capable of understanding the concept of the nine-digit occupational code, it is not included in this unit; however, should you have students who have developed higher cognitive reasoning, you may wish to explain it to them.

b. Use **ACTIVITY SHEET 2 (II-2-9): NAMING OCCUPATIONS** to reinforce the understanding of the applicability of the Index of Occupational Titles.

c. Use **ACTIVITY SHEET 3 (II-2-10): THE STANDARD DICTIONARY DOESN'T ALWAYS HELP!** to reinforce the students' understanding of the applicablity of the Glossary of Technical Terms.

NOTE

If possible, enough copies of the *Dictionary of Occupational Titles* should be provided for each student during the class period for use in Activities 2 and 3.
However, if your school district does not have enough funds available for your program to purchase these, the following alternatives should be considered:

1) If you have only one *Dictionary of Occupational Titles*, photocopy the information needed to complete the activity sheets; make enough copies for your largest class and use them each class period.
2) If you have enough *Dictionary of Occupational Titles* to divide the class into groups no larger than four, have them complete the activities as a group project.
3) If you do not have a *Dictionary of Occupational Titles* nor the funds to purchase one, check your school and/or public library.

3. Gather other available sources that will provide occupational information; allow students to spend at least one-half of a class period becoming familiar with these resources. Lead students to develop a chart listing additional resources, with a brief explanation of what each contains and how it can be used.

4. Use **ACTIVITY SHEET 4 (II-2-11): OCCUPATIONAL REPORT FORM** to give students practice in utilizing career resources.

N
O
T
E

Choose the occupation on which you want the students to report and have them complete **ACTIVITY SHEET 4**.

5. Use **ACTIVITY SHEET 5 (II-2-12): CREATING A PLAN** to help students understand that preparation for their careers begins now.

C. **INFORMATION SHEET 3 (II-2-13, 14): OCCUPATIONAL INFORMATION FROM COMMUNITY BUSINESS REPRESENTATIVES**

1. Discuss the different ways to gain experience from the local business community. Also discuss the importance of attitude and behavior when business people are taking the time to help in this way.

N
O
T
E

A guide for guest speakers is included on page II-2-14.

2. Use **ACTIVITY SHEET 6 (II-2-15): CREATE A CAREER RESOURCE FILE** to give students experience in developing a system to help them access resources for training and employment. Each student is to conduct one interview from the sources listed in **ACTIVITY SHEET 6.** Copy these completed forms and distribute them to the class so that each student has a full set of Career Resources. The class can discuss the most useful way to arrange their files (i.e., by the type of work or by opportunities available like job shadowing).

3. Use **ACTIVITY SHEET 7 (II-2-16, 17, 18, 19, 20, 21, 22): CAREER CRITIQUES** to help students learn to evaluate occupational information and experiences.

II. Unit II-2 Test (II-2-23, 24)

III. Answers to Activity Sheets and Unit II-2 Test (II-2-25, 26)

UNIT II
Module 2: *Locating and Using Information About Occupations*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

1.	**ADVANCEMENT**	being promoted to a higher position
2.	**EMPLOYMENT OUTLOOK**	how the future looks for an occupation
3.	**JOB DESCRIPTION**	the details (usually written) of a job; what the job tasks are, what equipment is involved, etc.
4.	**RESOURCE**	any thing, person, or action to which you may turn in time of need
5.	**SALARY**	a fixed amount of money paid at regular times, such as once a month, for work done; the words *pay*, *wages*, and *earnings* can be used in place of *salary*

ACTIVITY SHEET 1: USING TERMS TO MAKE SENTENCES

DIRECTIONS: Make five sentences using one of the following terms in each sentence.

advancement **resource** **job description**

salary **employment outlook**

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

INFORMATION SHEET 2: WHAT IS OUT THERE

I. Why You Need to Know How to Use Career Resources That Are Available

  A. As you become aware of different occupations, you will want to know more about them.

  B. To save time, you will want to know what type of information each resource will provide.

II. The *Dictionary of Occupational Titles* (D.O.T.) Can Assist You If:

  A. You know the name or title for the occupation but cannot find any information using that title

    1. Many times, occupations have more than one title.

    2. The *Dictionary of Occupational Titles* has an Index of Occupational Titles listed in alphabetical order.

      a. Once you find the *D.O.T.* number, you can locate the information concerning the occupation.

      b. The *D.O.T.* lists alternate job titles for occupations.

      c. The *D.O.T.* also lists closely related occupations.

  B. You want to know what industry or industries in which an occupation would be used

  C. You want to know the job description of an occupation

  D. You want to know the meanings of technical terms commonly used in describing occupations

NOTE Because the meanings of technical words often differ from common usage as shown in a standard dictionary, a Glossary of Technical Terms is provided in the *D.O.T.*

III. The *Occupational Outlook Handbook* Can Assist You If You Want to Know:

- the nature of work for an occupation
- what the places of employment are for an occupation
- the employment outlook for an occupation
- the earnings and working conditions for an occupation
- where to look for more information about an occupation
- what training is needed, what qualifications are required, and what the chances are for advancement within a certain occupation

IV. The State Occupational Information Coordinating Committee (S.O.I.C.C.) hotline number (1-800-822-PLAN) can assist you if:

  A. You want to request career opportunities information

  B. You want additional information

V. Additional Resources

- Chamber of Commerce
- Places of employment
- State employment agency
- People currently in the career
- Professional organizations and journals
- Career briefs
- Computer Information Delivery Systems (often in counselor's office)
- Internet

ACTIVITY SHEET 2: NAMING OCCUPATIONS

DIRECTIONS: Use the index of the *Dictionary of Occupational Titles* to find one occupational title beginning with each letter of the alphabet.

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

ACTIVITY SHEET 3: THE STANDARD DICTIONARY DOESN'T ALWAYS HELP!

DIRECTIONS: When using career resources to locate information about occupations of interest, you often will find words that you do not know. If you use a standard dictionary to find out what the definitions of the words are, you will find that, many times, the definitions do not make sense. Use the Glossary of Technical Terms in the *Dictionary of Occupational Titles* to find the definitions of the folowing words:

1. Choker:

2. Cheese:

3. Doctor:

4. Donkey Watch:

5. Grizzly:

6. Jolly:

7. Palm:

8. Rapping:

9. Seed:

10. Worm:

ACTIVITY SHEET 4: OCCUPATIONAL REPORT FORM

DIRECTIONS: Use the *Occupational Outlook Handbook*, computer programs, on-line information, interviews, or any other available resources to find out about the occupation. Use the following as a guide:

NAME OF OCCUPATION: ____________________________

I. Nature of Work

II. Working Conditions

III. Education and/or Training

IV. Other Qualifications

V. Chances for Advancement

VI. Job Outlook

VII. Earnings

VIII. Related Occupations

ACTIVITY SHEET 5: CREATING A PLAN

DIRECTIONS: Use the information you gathered on ACTIVITY SHEET 4 to complete this career preparation plan.

Job Title: ____

STEP ONE:
Take these high school subjects to begin learning the skills necessary for this job:

________________________________ ________________________________

________________________________ ________________________________

________________________________ ________________________________

STEP TWO:
Volunteer, work part-time, or take a summer job at these places of business to help decide if I would really like this kind of work:

________________________________ ________________________________

________________________________ ________________________________

________________________________ ________________________________

STEP THREE:
After high school: (check one)

_____ Apply for apprenticeship or on-the-job training

_____ Attend a technical school

_____ Attend a community college to complete a certification program or an associates degree

_____ Attend a college or university to begin work on a bachelor's degree

_____ Other: ____

____

INFORMATION SHEET 3: OCCUPATIONAL INFORMATION FROM COMMUNITY BUSINESS REPRESENTATIVES

The opportunity to observe people at work or talk with a person who works in a job that you would like to know more about is one of the best ways to learn about a specific job or a career path. You can gain occupational information through:

JOB SHADOWING

Adults working in jobs that interest you allow you to work alongside them or observe them on their job.

CAREER STUDY TOUR OR FIELD TRIP

You visit a place of employment where you can observe people working at several different jobs at one work site. The tour guide will explain the purpose of the work you see and the duties performed by the different people you see working.

GUEST SPEAKER

A person from business or industry visits your classroom to talk with your class about his/her kind of work and answer questions students may have.

CAREER FAIRS

Multiple employers/workers gather at one place to talk about their jobs and allow students to ask questions about a variety of different jobs.

GUIDE FOR GUEST SPEAKERS

This guide is provided to assist you in planning and preparing your presentation to our class. This is an example of the type of information the students will be interested in obtaining.

1. Why did you decide on your career?
2. Where did you learn about your career?
3. How long have you worked at your job?
4. What things did you learn in school that helped you in this career?
5. Is there a subject area you wish you had studied more in school?
6. What type of special training, if any, do you use?
7. What special equipment or tools, if any, do you use?
8. How many hours do you work each day?
9. Are you required to work more hours if needed?
10. Is your job ever dangerous?
11. Do you have a boss?
12. What skills do you feel are most important in getting along with others?
13. Does your career relate to your hobbies?
14. What skills do you feel are most important in getting along with others?
15. Are you required to move often? If so, what problems does it create?
16. What does the future look like for your career?
17. Is there an opportunity for advancement in your career?
18. Does your employer provide fringe benefits? If so, what?
19. What personal qualities are needed to be successful in your career?
20. If someone wanted to pursue a career similar to yours, what advice would you give him/her?

ACTIVITY SHEET 6: CREATE A CAREER RESOURCE FILE

DIRECTIONS: Complete this activity sheet using information from a phone interview, an in-person interview, a guest speaker to your classroom, or a request of an employer for a written response.

Name of Business: ______________________________________

Name of Person Supplying Information: ______________________________________

The type of business (for example: service industry, product manufacturer, healthcare, or education): ______________________________________

List job titles of people employed in your business (for example: secretary, transportation managers, truck drivers, etc.):

____

____

How are job openings usually announced? Newspapers, Internet, state employment agency, or other? ______________________________________

Do you allow job shadowing? YES NO

If yes, contact person (name and phone number, e-mail address, or FAX number)

____

____

Do you hire high school or college students in part-time positions? YES NO

If yes, contact person (name and phone number, e-mail address, or FAX number)

____

____

Do you have: On-the-job training? YES NO

Apprenticeships? YES NO

If yes, contact person (name and phone number, e-mail address, or FAX number)

____

____

What do you think is the best way for a student interested in working at your company to gain the knowledge and skills necessary for employment?

____

____

ACTIVITY SHEET 7 (TEACHER INSTRUCTIONS): CAREER CRITIQUES

DIRECTIONS TO STUDENTS: You are to complete career critiques for three different jobs. A critique is an analysis or evaluation. After gathering information on a job, think about the aspects of the job that you believe you would like and the aspects of the job you would not. On the whole, would this job be a good choice for you? Use the forms supplied by your teacher to record job information. Be very careful and thoughtful on the last question of each form, which asks for your critique. Be sure to use the correct form for each job you research.

FORM A:	Printed Material or On-line Sources Material	(p. II-2-17)
FORM B:	Personal and Guest Speaker Interviews	(p. II-2-18, 19, 20)
FORM C:	Audiovisual Presentations	(p. II-2-21)
FORM D:	Career Study Tours or Field Trips	(p. II-2-22)

CAREER CRITIQUE: FORM A
(PRINTED MATERIAL OR ON-LINE SOURCES MATERIAL)

DIRECTIONS: Use the following outline as a guide for preparing a report on an occupation that interests you in the cluster we are studying. Write on your own notebook paper.

I. Resources Used (If printed resource, list title, publisher, and date; if on-line resource, list complete URL)

II. Name of Occupation/Other Titles (if any)

III. Duties/Nature of Work

IV. Personal Qualities Needed/Physical Requirements (if any)

V. Education/Training Required

VI. Chances for Advancement

VII. Outlook

VIII. Places for Employment (types of businesses/industries, etc)/ Working Conditions (hours, indoors/outdoors)

IX. Salary/Earnings

X. Closely-related Occupations

XI. Explain your interest/disinterest in pursuing this occupation. For example, will this occupation satisfy your needs? Does what you know about yourself make you suited for this occupation?

CAREER CRITIQUE: FORM B
(PERSONAL & GUEST SPEAKER INTERVIEWS)

DIRECTIONS: The following questions should be asked of guest speakers and/or persons who conduct career study tours. Summarize their answers below each question.

1. Why did you choose your occupation?

2. Where did you learn about your occupation?

3. How long have you worked at your job?

4. What things did you learn in school that have helped you in this occupation?

5. Is there some area you wish you had studied more in school?

6. What type of special training, if any, do you need for your occupation?

7. What special equipment or tools do you use?

8. How many hours do you work each day?

9. Are you required to work more hours if needed?

10. Is your job ever dangerous?

11. Do you have a boss?

12. What skills do you feel are most important in getting along with others?

13. Does your career relate to your hobbies?

14. With what type of people do you work daily?

15. Are you required to move often? If so, what problems does it create?

16. What does the future look like for your career?

17. Is there opportunity for advancement in your career?

18. Does your employer provide fringe benefits? If so, what?

19. What personal qualities are needed to be successful in your career?

20. If someone wanted to pursue an occupation similar to yours, what advice would you give him/her?

21. (For Student Only) After this interview, do you think you would be interested in working in this occupation? Explain why or why not.

CAREER CRITIQUE: FORM C
(AUDIOVISUAL PRESENTATIONS)

DIRECTIONS: Complete the following questions using the information you gained from viewing

______________________________________ .
film or video title

1. What occupation or occupations were mentioned in the film?

2. What duties are part of each occupation?

3. What education/training is required for each occupation?

4. What is the salary range for each occupation mentioned?

5. Do you think any of the occupations have changed since the film or filmstrip was made? If so, how?

6. Would you be interested in any of the occupations mentioned? If so, tell which one(s) and explain why. If not, explain why not.

CAREER CRITIQUE: FORM D
(CAREER STUDY TOURS OR FIELD TRIPS)

DIRECTIONS: Complete this form using the information you gained from participating in the tour of

_______________________________________ .
name of business

1. Describe the purpose of this work establishment. For example, what do they produce and/or sell, or what services do they perform?

2. Name two occupations you observed there.

3. Describe the duties, education/training requirements, earnings, and any other pertinent job-related factors of at least one occupation observed.

4. Describe the working environment. (for example: indoor/outdoor, noisy/quiet, etc.).

5. Explain your reasons for wanting or not wanting to work there.

UNIT II-2 TEST

A. Match the following terms and definitions by placing the correct letter in the blanks at the left.

_____1.	The specific duties (usually written) of a job	a.	Resource
_____2.	A fixed amount of money paid at regular times for work completed	b.	Advancement
_____3.	Being promoted to a higher position	c.	Employment Outlook
_____4.	How the future looks for an occupation	d.	Job Description
_____5.	Any thing, person or action to which you may turn in time of need	e.	Salary

B. Explain in your own words why you need to know how to use career resources.

C. Name five additional career information resources which would provide you information about occupations.

1.

2.

3.

4.

5.

UNIT II

Module 2: *Locating and Using Information About Occupations*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1
Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 2
Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 3

1. Choker: a noose of wire rope hitched about a log by which logs are skidded overground.
2. Cheese: a yarn package on which many short lengths of yarn have been combined into one continuous strand for more efficient use on machines, such as warpers or twisters.
3. Doctor: a scraper blade that removes excess material from a roller to a sheet material that passes through the rollers; also known as a doctor blade.
4. Donkey Watch: a tour of duty on board a ship when at dock to watch over auxiliary engines furnishing steam, light, and power.
5. Grizzly: a device that consists of a group of strong iron bars or revolving disks used to size broken rock or coal.
6. Jolly: an apparatus similar to a jigger by which plastic clay is formed into pottery, such as cups, urns, and planters; the shaping tool, suspended from cable with pulley and counter weight in upright support, shapes inside of ware.
7. Palm: a piece of leather or heavy canvas worn in the palm of the hand to prevent injury as a needle is pushed through heavy metal.
8. Rapping: the process of removing ore dust that has accumulated on wires in the stack treater to recover the ore.
9. Seed: crystallized sugar added to supersaturated corn-sugar solution to hasten formation of corn-sugar crystals.
10. Worm: a power driven cutting bead, rotating in such a manner that it moves forward through a pipe, cutting scale, chemical deposits, and other residue from the wall of the pipe.

ACTIVITY SHEETS 4-7
Evaluated to the satisfaction of the teacher.

UNIT II-2
ANSWERS TO UNIT TEST

A.
1. d
2. e
3. b
4. c
5. a

B.
Evaluated to the satisfaction of the teacher.

C. Five career information resources such as the following:
1. Chamber of Commerce
2. Places of employment
3. State employment agency
4. People currently in the career
5. Professional organizations and journals
6. Career briefs
7. Computer Information Delivery Systems (often used in counselor's office)
8. Electronic resource (Internet, CD-Rom, software)
9. *Dictionary of Occupational Titles*
10. *Occupational Outlook Handbook*
11. S.O.I.C.C.

TEACHER PREPARATION

UNIT II

Module 3: *Entrepreneurship*

Copy One Per Student (If desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (II-3-5, 6, 7, 8)	1 (II-3-9, 10) 2 (II-3-11)

UNIT II-3 TEST (II-3-12)

NOTE

Your Business Education and Marketing Education teachers may have additional resources for teaching the module on entrepreneurship.

UNIT II

Module 3: *Entrepreneurship*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (II-3-5, 6, 7, 8) ENTREPRENEURSHIP**

1. Have the students give their definition of entrepreneurship.

2. Discuss with students the type of individual who might think about entrepreneurship.

3. Invite an entrepreneur from the community to speak to the class on how he/she got started and his/her feelings concerning entrepreneurship. (Students may also be taken on a field trip to a business started by an entrepreneur.)

4. Use **ACTIVITY SHEET 1 (II-3-9, 10): AM I AN ENTREPRENEUR?**

    a. Assist students in evaluating their responses.

    b. Discuss with students why each area would be important.

    EXAMPLE: Are you a self-starter?

5. Complete **ACTIVITY SHEET 2 (II-3-11): STARTING YOUR OWN BUSINESS** so that students may gain an understanding of the pros and cons of entrepreneurship.

NOTE Before beginning this activity, check with a school official (principal, business manager, superintendent, etc.) concerning your school district's policy on money-making projects. This activity will require a great deal of supervision and guidance from you.

    a. Should students have difficulty in deciding on a product or service, give them the following:

Products to be sold	Services to provide
1. Candy	1. Car Wash
2. School Supplies	2. Cooking a meal for community members and teachers, etc., and serving it in the school cafeteria
3. T-shirts (with your school logo)	3. Talent Show

b. Use the information on things to be done before starting a business contained in **ACTIVITY SHEET 2: STARTING YOUR OWN BUSINESS** as a guide for stimulating class participation.

c. All class periods may be combined; however, each student should be given the opportunity to make decisions concerning the planning and organizing of the business.

d. Stress that the steps to small business success included on **ACTIVITY SHEET 2** are only a few of those that would be completed if an actual business were being started.

e. The profit of this money-making project may be used to purchase capital outlay items or consumable items for your classroom, may be contributed to a charitable organization, or may be used to finance an out-of-town field trip, etc.

II. Unit II-3 Test (II-3-12)

III. Answers to Activity Sheets and Unit II-3 Test (II-3-13)

UNIT II
Module 3: *Entrepreneurship*

INFORMATION SHEET 1: ENTREPRENEURSHIP

I. What is Entrepreneurship?

The organizing, managing, and operating of a small business.

II. Who should start a business?

A. Personality traits.

1. Need for achievement.
2. Need for independence.
3. Self-confidence.
4. High level of activity.
5. Courage, curiosity and creativity.

B. Someone who wants to control his/her own destiny has a great need for independence.

III. Why should you start a company?

A. It might be a way to make more money than you could if you worked for someone else.

B. It would give you the chance to do something different.

1. You could use your own ideas.
2. You could be recognized in your profession.

C. You might like being your own boss.

1. You would have to answer only to yourself.
2. You could set your own hours.

D. It would give you the chance to discover if you have the ability to do something on your own.

E. It would allow you to help society by providing new services.

IV. What should you know before you start a new business?

- A. You should know something about the business.
- B. You need to know the amount of money or capital it will take to start your business.
- C. You should be aware of the importance of a good business location.
- D. You will need to have a way to manage your inventory.
- E. You should not invest too much of your money in a way that it cannot be quickly changed to cash.
- F. You will need to have good credit policies.
- G. You will need to limit the amount of money you take out of the business.
- H. You must carefully make plans for expanding your business.

V. Following the steps you must take to start a new business.

- A. Establish a checking account with a commercial bank.
- B. Decide if you need a business partner.
- C. Draw up a partnership agreement if you have a partner.
- D. Obtain a business loan if needed.
- E. Study the regulations that apply to the type you wish to start:
  - 1. Federal regulations
    - a. Wages
    - b. Health laws
    - c. Fair trade
  - 2. State regulations
    - a. Licenses
    - b. Permits
  - 3. County or City Regulations
    - a. Zoning
    - b. Inspection requirements
    - c. Permits
    - d. Licenses
- F. Obtain insurance to cover your business.
- G. Obtain information about taxes.

H. Set up a record-keeping system.

I. Decide if you will need to hire employees.

   1. Set up employee policies.

   2. Decide on skills required.

J. Inform the public about your business by advertising.

VI. What are the risks involved?

A. There will be financial risk.

   1. In most cases, you will have to invest all of your personal savings.

   2. Over 70 percent of all bankruptcies in business involve businesses with less than $100,000 in liabilities.

B. There will be a risk of failure.

   1. Fifty percent of all new businesses fail within the first two years of operation.

   2. Seventy percent of all new businesses fail within five years.

C. There may be risk to your career.

   1. If you are currently employed in one occupation, you will, at some point, quit your job to start a business.

   2. If your business does not succeed, it may be difficult to return to your old job.

D. There may be personal risk.

   1. You must spend time away from your family.

   2. You will have less time for social activities.

VII. What kind of rewards can you expect?

A. If your business is a success, you may be able to make more money than you could have working for someone else.

B. It is a way to feel good about yourself from having used your own talents and having been a success doing it.

VIII. What kind of business should you start?

A. You may want a business that provides a service.

EXAMPLES:
1. Automobile Repair
2. Dry Cleaning
3. Grocery
4. Cleaning
5. Computer Service

B. You may want a business that produces a product.

EXAMPLES:
1. Clothing
2. Custom Jewelry
3. Home Furnishings
4. Bakery

IX. There are resources to help you start a business.

A. You do not need to know everything yourself.

B. Professionals are ready to help you in areas you may not know enough about.

C. The United States has many ways to distribute products.

D. Many companies are willing to design packaging and market your product the way you want.

E. Conditions are good for starting a new business.

1. People with skills are available to help you.
2. Many people are not satisfied with big business.
3. People change jobs often.
4. People are willing to move in order to find work.
5. Many people will work for a share of your business instead of being paid wages.

ACTIVITY SHEET 1: AM I AN ENTREPRENEUR?

DIRECTIONS: Under each question, check the answer that says what you feel or comes closest to it. Be honest with yourself.

Are you a self-starter?

_____ I do things on my own. Nobody has to tell me to get going.
_____ If someone gets me started, I keep going.
_____ Easy does it. I don't put myself in a hurry until I have to.

How do you feel about other people?

_____ I like people. I can get along with just about anybody.
_____ I have plenty of friends; I don't need anyone else.
_____ Most people bother me.

Can you lead others?

_____ I can get most people to go along when I start something.
_____ I can give orders if someone tells me what we should do.
_____ I let someone else get things moving. Then I go along if I feel like it.

Can you take/handle responsibility?

_____ I like to take charge of things and see them through.
_____ I'll take over if I have to, but I'd rather someone else be responsible.
_____ There's always some eager beaver around waiting to show how smart he/she is. I say, "Let 'em."

How well do you organize?

_____ I like to have a plan before I start. I'm usually the one to get things lined up when friends want to do something.
_____ I do all right unless things get messed up. Then I disappear.
_____ I get ready and then something comes along and stops the plan. So, I just take things as they come.

How hard do you work?

_____ I can keep going as long as I am needed. I don't mind working for something I want.
_____ I'll work hard for a while, but when I've had enough, that's it!
_____ I can't see that hard work gets me anywhere.

Can you make decisions?

_____ I can make up my mind in a hurry if necessary. It usually turns out okay.
_____ I can, if I have plenty of time. If I have to make up my mind too fast, I think later that I should have decided the other way.
_____ I don't like to be the one who decides things. I'd probably ruin it.

Can people trust what you say?

_____ Yes, they can. I don't say things I don't mean.
_____ I try to be honest most of the time, but sometimes I just say what is easiest.
_____ What does it matter if the other person doesn't know the difference?

Can you stick with it?

_____ If I make my mind up to do something, I don't let anything stop me.
_____ I usually finish what I start--if it doesn't get fouled up.
_____ If it doesn't go well right away, I stop. Why beat my brains out?

How good is your health?

_____ I never get run down!
_____ I have enough energy for most things I want to do.
_____ I run out of energy sooner than most of my friends seem to.

Now, count the checks you made.

_____ How many checks are beside the first answer to each question?
_____ How many checks are beside the second answer to each question?
_____ How many checks are beside the third answer to each question?

If most of your checks are beside the first answer, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. Better find a partner who is strong on the points in which you are weak. If many checks are beside the third answer, entrepreneurship is probably not for you.

ACTIVITY SHEET 2: STARTING YOUR OWN BUSINESS

DIRECTIONS: Have you ever considered having your own business? Do you think it would be easier or more difficult working for someone else? This activity will help you experience both the good and bad points of being an entrepreneur. First, consider your classmates as your business partners. Can you and your partners think of a product or service that can be sold in your school, or perhaps a service you and your partners can provide for others? If so, you are on the right track to starting your own business and being an entrepreneur! By the way, below is a list of steps to follow for a small business success. You should realize, however, that if you were starting an actual business, there would be many more steps to follow.

STEPS FOR SMALL BUSINESS SUCCESS

1. Decide what type of product or service to sell.
2. Decide approximately how many people you expect will buy your product or want the service you are willing to provide.
3. Decide, if you are selling a product, whether you will make it or buy it from another company.
4. Decide what supplies will be needed to start your business.
5. Decide how much money will be needed to start your business.
6. Decide where you will get the money needed to start your business.
7. Figure the amount you will charge for your product or service in order to make a profit.
8. Decide when and where you will sell your product or provide your service.
9. Make sure that both the time and place you are selling your product or providing your service are convenient for others.
10. Agree on the name of your business.
11. Plan how you will advertise.
12. Decide how and who will keep track of the books (inventory, money paid out, money taken in, etc.).

UNIT II-3 TEST

DIRECTIONS: Answer the following statements by placing a "T" for True or an "F" for False in the space at the left.

_____ 1. One of the personality traits an entrepreneur needs is self-confidence.

_____ 2. Entrepreneurs have little need to control their own destiny.

_____ 3. Learning to accept the outcome of your actions is the by-product of being an entrepreneur.

_____ 4. As an entrepreneur, you can use your own ideas.

_____ 5. Location has little to do with the success of a business.

_____ 6. Establishing good credit policies is important in operating a business.

_____ 7. If the business is yours, you can spend all the money you want out of the business account.

_____ 8. There are no government regulations for new businesses.

_____ 9. If you hire employees, it is important to set up employment policies.

_____10. If you and your partner are good friends, there is no need to set up a partnership agreement.

_____11. In most cases, you will have to invest all of your personal savings to start a new business.

_____12. Twenty-five percent of all new businesses fail within the first two years of operation.

_____13. There is little risk involved in starting a new business.

_____14. The only reward you will have if your business is a success is the money you make.

_____15. There are many types of businesses; some provide services, others provide products.

_____16. It is important that you know everything about the business before you start it.

_____17. Professionals are ready to help you in areas you may not know about.

_____18. You will have to do all your package designing and marketing yourself.

_____19. Currently, conditions are good for starting a new business.

_____20. Many people are not satisfied with big business.

UNIT II
Module 3: *Entrepreneurship*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1
Answers will vary.

ACTIVITY SHEET 2
Teachers and students will evaluate this activity together. Was the classroom business successful? In what way? What procedures were necessary in creating and implementing the business? Can you think of other planning activities or procedures that would have been helpful? What suggestions does this class have for the future Career Investigation classes that will be participating in this activity?

UNIT II-3
ANSWERS TO UNIT TEST

1. T
2. F
3. T
4. T
5. F
6. T
7. F
8. F
9. T
10. F
11. T
12. F
13. F
14. F
15. T
16. F
17. T
18. F
19. T
20. T

TEACHER PREPARATION

UNIT III

Module 1: *Transferable Skills Expand Career Options*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (III-1-5)	1 (III-1-6)
	2 (III-1-7, 8)
	3 (III-1-9)

UNIT III-1 TEST (III-1-9 [ACTIVITY SHEET 3])

UNIT III

Module 1: *Transferable Skills Expand Career Options*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (III-1-5): A GOOD MATCH**

1. Emphasize the connection that will be made between interests and aptitudes (Unit 1) and other career information.

2. Reinforce the purpose of beginning in junior high/middle school to think about a future career: to help the students learn how to look at career fields in relation to their own strengths, likes, and goals.

3. The rapidly changing marketplace ensures dynamic career paths for these students' futures. The ability to identify and capitalize on transferable skills will be a great advantage in coping and succeeding in such an environment of change.

B. **ACTIVITY SHEET 1 (III-1-6): MATCHING INTERESTS, ABILITIES, AND CAREERS** is used to review what the students learned about themselves in Unit I and about job characteristics through studying the clusters in Unit II.

C. **ACTIVITY SHEET 2 (III-1-7, 8): IDENTIFYING TRANSFERABLE SKILLS**

1. This activity encourages students to practice occupational information gathering.

2. The information is made personal by requiring students to identify transferable skills in their own interest area.

D. **ACTIVITY SHEET 3 (III-1-9): PRESENTING TRANSFERABLE SKILLS**

1. This culminating activity gives the student the opportunity to creatively present the transferable skills identified in Activity 2.

2. The material from each student's presentation should be discussed thoroughly in class so that all students benefit from many examples of transferable skills over several career fields.

II. Unit III-1 Test
(**ACTIVITY SHEET 3** is used as the assessment covering this module's material.)

III. Answers to Activity Sheets
(Each student's answers are based upon personal career interest areas, thus the answers will vary. Grading should be based upon thoroughness and the ability to locate and apply career information.)

UNIT III

Module 1: *Transferable Skills Expand Career Options*

INFORMATION SHEET 1: A GOOD MATCH

Selecting a job that matches your interest and abilities will mean that you will enjoy the time you spend at work. Imagine spending eight hours every day doing something that you don't really like to do, or spending that time doing tasks that have nothing to do with the things you do well. Not a pretty picture.

Your interests may change and you will be acquiring new skills all the time, but if you start now thinking about what jobs might be good matches for you, it is much more likely you will end up on a career path that will be enjoyable for you.

When you studied the occupational clusters, you found that jobs in the same cluster had many skill requirements in common. You even discovered that jobs in different clusters shared some common characteristics. The skills that would transfer or move with you from one job to another are called transferable skills. Being aware of these transferable skills will help you when you are:

- looking for training or education that will give you several options of career paths
- changing jobs from one company to another
- preparing yourself to promote to a better position within your company
- wanting to match your interests and the skills you have acquired in your present position to change to a completely new kind of job

ACTIVITY SHEET 1: MATCHING INTERESTS, ABILITIES, AND CAREERS

In Unit I you identified some of your career interests and aptitudes. List those here:

Interests	**Aptitudes**
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

In Unit II you studied 15 occupational clusters and identified specific jobs that would be included in each cluster. On the lines below, list five jobs that would match your current interest and aptitudes:

____

____

____

____

____

ACTIVITY SHEET 2: IDENTIFYING TRANSFERABLE SKILLS

I. List the five jobs you selected in Activity Sheet 1 that match your current interests and aptitudes:

____

____

____

____

____

II. Use printed resources, interviews, computer guidance programs, on-line resources, or any other information available to you to make a list of skills you would need in each of the jobs listed above.

1. **Job Title:** ______________________________

   Skills needed: ______________________________

   ____

   ____

   ____

   ____

   ____

2. **Job Title:** ______________________________

   Skills needed: ______________________________

   ____

   ____

   ____

   ____

   ____

3. **Job Title:** ______________________________

Skills needed: ______________________________

____

____

____

____

____

4. **Job Title:** ______________________________

Skills needed: ______________________________

____

____

____

____

____

5. **Job Title:** ______________________________

Skills needed: ______________________________

____

____

____

____

____

III. Circle the skills that are mentioned for more than one job. These skills that are common among your job descriptions are transferable skills. They will move with you as you move within these jobs.

ACTIVITY SHEET 3: PRESENTING TRANSFERABLE SKILLS

Create a presentation portraying the transferable skills you identified in Activity 2. Be creative! Make this information interesting to other students. You might want to make a story board, video, brochure, bulletin board, give an oral report, or write a news article. Do you have a different idea? Great! Show your teacher and classmates your information on transferable skills using your own method.

TEACHER PREPARATION

UNIT IV
Module 1: *Job Acquisition*

Copy One Per Student (If desired):

INFORMATION SHEETS:

1 (IV-1-9, 10, 11)
2 (IV-1-13, 14)
3 (IV-1-20)
4 (IV-1-23, 24)
5 (IV-1-37, 38, 39)
5A, 5B, 5C (IV-1-40, 41, 42)
6 (IV-1-44, 45)
7 (IV-1-46, 47, 48, 49)
8 (IV-1-54)
9 (IV-1-59)
10 (IV-1-62, 63)

ACTIVITY SHEETS:

1 (IV-1-12 [Student copies optional])
2 (IV-1-16, 17, 18)
3 (IV-1-19)
4 (IV-1-22)
5 (IV-1-25)
6 (IV-1-26, 27, 28, 29, 30, 31)
7 (IV-1-32, 33, 34, 35, 36)
8 (IV-1-43)
9 (IV-1-55, 56, 57, 58)
10 (IV-1-61)
11 (IV-1-65)

UNIT IV-1 TEST (IV-1-66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77)

Make Transparencies of:

- TM 1 (IV-1-15)
- TM 2 (IV-1-21)
- TM 3 (IV-1-50)
- TM 4 (IV-1-51)
- TM 5 (IV-1-52)
- TM 6 (IV-1-53)
- TM 7 (IV-1-60)
- TM 8 (IV-1-64)

Materials Needed:

- for ACTIVITY SHEET 1 (IV-1-12): *scissors, sack, box, or any container that will hold slips of paper; prize or privilege for the winning group*
- for INFORMATION SHEET 2 (IV-1-13): *speaker from state employment agency and speaker from private employement agency*
- for ACTIVITY SHEET 3 (IV-1-19): *newspapers, scissors, glue*
- for ACTIVITY SHEET 4 (IV-1-22): *teletrainer kit or two telephones, a representative from telephone company, tape recorder*
- for INFORMATION SHEETS 5A, 5B, 5C (IV-1-40, 41, 42): *a speaker on resumes*
- for INFORMATION SHEET 6 (IV-1-44): *pictures of people from magazines, films on job interviews, materials for designing a bulletin board*
- for ACTIVITY SHEET 9 (IV-1-55, 56, 57): *scissors; sack that will hold laminated information cards (cut and laminate information cards if possible)*

UNIT IV
Module 1: *Job Acquisition*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. Use Information Sheets for general class discussion.

B. **INFORMATION SHEET 1 (IV-1-9, 10, 11): TERMS AND DEFINITIONS**

1. Discuss terms and definitions with the students.

2. Stress to students that these terms are used in the job acquisition process. As you explain terms such as felony and convicted, discuss with students how their actions today impact future career options.

3. Follow the steps as they appear in **ACTIVITY SHEET 1 (IV-1-12) (TEACHER INSTRUCTIONS): LEARNING JOB ACQUISITION TERMINOLOGY.**

NOTE Copies of this ACTIVITY SHEET 1 could be made for all students to ease any misunderstandings. However, the teacher may want to read the directions to the class.

4. A special privilege or prize is to be given to the group that wins.

C. **INFORMATION SHEET 2 (IV-1-13, 14): SOURCES OF EMPLOYMENT OPPORTUNITIES.**

1. Arrange for an employee of the state employment agency to speak to the class about the services that are available through the agency.

2. Arrange for an employee of a private employment agency to speak to the class about services available through a private agency.

3. Have students read the want ads in local newspapers and select jobs in which they would be interested.

4. Have students ask their parents how they found out about their jobs. Do a survey of the class to determine the leading source to secure employment.

5. Use **TM 1 (IV-1-15): ROGER FINDS A JOB–LET'S FOLLOW HIM!** to promote class discussion.

6. To reinforce this area of instruction use:
    - a. **ACTIVITY SHEET 2 (IV-1-16, 17, 18): LEARNING WANT AD ABBREVIATIONS**
    - b. **ACTIVITY SHEET 3 (IV-1-19): EXPLORING WANT ADS**

NOTE

Check with your local newspapers for "Newspapers in Education" materials.

D. **INFORMATION SHEET 3 (IV-1-20): APPLYING BY TELEPHONE FOR AN INTERVIEW**

1. Contact the local telephone agency to determine if teletrainer kits are available. Arrange a date for use of equipment. If not possible, just bring in two phones for students to use for role play.
2. Have a representative from the telephone company speak.
3. Have students review **INFORMATION SHEET 3 (IV-1-20): APPLYING BY TELEPHONE FOR AN INTERVIEW.**
4. Use **TM 2 (IV-1-21): ROGER CALLS SUPER COMPANY--LET'S LISTEN IN** to promote class discussion.
5. Use teletrainer kit or two phones with **ACTIVITY SHEET 4 (IV-1-22): USING A TELEPHONE TO ARRANGE FOR AN APPLICATION FORM AND/OR INTERVIEW** to reinforce this area of instruction.
    - a. Use **TM 2 (IV-1-21): ROGER CALLS SUPER COMPANY--LET'S LISTEN IN** as a guide.
    - b. Make a transparency of ACTIVITY SHEET 4 and use a transparency marker to evaluate each student's performance. Have the class respond to the questions.
    - c. Students may invent jobs for which to apply.
    - d. Each student should have an opportunity to role-play.
    - e. The activity will go more smoothly if the teacher plays the role of secretary.
    - f. If possible, record conversations so that the applicants can hear themselves.

E. **INFORMATION SHEET 4 (IV-1-23, 24): COMPLETING THE APPLICATION FORM**

1. Explain to students that although applications are not required for all jobs, most companies do require them.

2. Secure application forms from several companies. Compare the application forms to see differences and similarities.

3. Have students complete **ACTIVITY SHEET 5 (IV-1-25): FOLLOWING DIRECTIONS.**

NOTE Stress importance of reading completely before beginning.

4. Use **ACTIVITY SHEET 6 (IV-1-26, 27, 28, 29, 30, 31): HELP JOE!** to provide students who have not yet held a job an opportunity to complete application forms.

   a. Discuss directions.

   b. Have students complete the application forms.

   c. Although background information is given, add any information.

5. Use **ACTIVITY SHEET 7 (IV-1-32, 33, 34, 35, 36): COMPLETING THE APPLICATION FORM (TEACHER INSTRUCTIONS)** to reinforce this area of instruction.

NOTE You may want to prepare a transparency of a sloppy, poorly completed application to show students as a contrast to Tina Teenager's application. Tina Teenager's application form may used as a transparency or copies may be made for each student.

F. **INFORMATION SHEET 5 (IV-1-37, 38, 39): THE RESUMÉ**

NOTE Your district may have resumē writing programs loaded on computers.

1. Show **INFORMATION SHEETS 5A, 5B, 5C (IV-1-40, 41, 42): SAMPLE RESUMÉS** to emphasize the differences in organization.

2. Arrange for a person in your community who gives presentations on resumē preparation to speak to the class.

3. Use **ACTIVITY SHEET 8 (IV-1-43): WRITING A RESUMÉ** to reinforce this area of instruction.

G. INFORMATION SHEET 6 (IV-1-44, 45): PREPARING FOR THE INTERVIEW

1. Cut several pictures from magazines. Show each picture to the class and ask if the subjects are dressed appropriately for a job interview.

NOTE Guide class discussion concerning appropriate dress for specific job situations. For example, appropriate attire for a construction job interview would be different from that for an office job.

2. Find films from your local Education Service Center on job interviewing.

3. Have students design a bulletin board showing good and bad examples of information related to preparing for the interview.

NOTE You may want to have a "Dress for Success Day" so that students can rehearse wearing proper business attire.

H. INFORMATION SHEET 7 (IV-1-46, 47, 48, 49): THE INTERVIEW

1. Discuss **INFORMATION SHEET 7: THE INTERVIEW** in class.

2. Use the following Transparency Masters to promote class discussion:

   a. **TM 3 (IV-1-50): JOB INTERVIEW POINTERS**

   b. **TM 4 (IV-1-51): AT THE INTERVIEW**

   c. **TM 5 (IV-1-52): IT IS NORMAL TO BE A LITTLE NERVOUS WHEN YOU APPLY FOR A JOB**

   d. **TM 6 (IV-1- 53): LOOK BACK AT THE INTERVIEW–WHAT WENT WRONG?**

I. INFORMATION SHEET 8 (IV-1-54): QUESTIONS FREQUENTLY ASKED AT AN INTERVIEW

NOTE Inform students one to three days prior to the simulated interview to dress appropriately.

1. Have students read information orally in class to ensure understanding of information.

2. Instruct the students that it is important information; they will see it again.

3. Complete **ACTIVITY SHEET 9 (IV-1-55, 56, 57, 58): PARTICIPATING IN A SIMULATED JOB INTERVIEW**

    a. Students should be instructed prior to interview to dress appropriately.

    b. Cut apart and laminate (if possible) the information cards.

    c. Use **Job Interview Rating Form (IV-1-58)**

    d. Circulate to monitor participation.

J. **INFORMATION SHEET 9 (IV-1-59): THE FOLLOW-UP LETTER**

1. Show **TM 7 (IV-1-60): THE FOLLOW-UP LETTER** to promote class discussion.

2. Complete **ACTIVITY SHEET 10 (IV-1-61): PREPARING A FOLLOW-UP LETTER.**

K. **INFORMATION SHEET 10 (IV-1-62, 63): WHY PEOPLE ARE NOT HIRED**

1. Ask a community business person to speak to the class about qualities looked for when hiring employees.

2. Show **TM 8 (IV-1-64): WHY PEOPLE ARE NOT HIRED** to promote class discussion.

3. Complete **ACTIVITY SHEET 11 (IV-1-65): DO YOU HAVE WHAT IT TAKES?**

    a. Stress honesty in completing this activity.

    b. Read and discuss answers to **ACTIVITY SHEET 11: DO YOU HAVE WHAT IT TAKES?** Reinforce the importance of developing good work traits while in school.

II. Unit IV-1 Test (IV-1-66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77)

III. Answers to Activity Sheets and Unit IV-1 Test (IV-1-79, 80, 81, 82)

UNIT IV

Module 1: *Job Acquisition*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

1. **ACCURATE**	free from mistakes; a truthful account. Is this an accurate record of your past employment?
2. **ADDRESS**	the place where you receive your mail. A permanent address is the place where you may always receive your mail, such as your parents' address. A present address is the place you receive your mail now. What is your present address?
3. **AMERICANS WITH DISABILITIES ACT**	a law requiring that employment decisions be made based on qualifications, with or without accommodations
4. **APPLICANT**	one who applies for a job. Are you one of the top applicants?
5. **BONDABLE**	usually refers to the right to be insured. People who handle large sums of money are sometimes asked to be insured against theft or embezzlement. If offered this job, would you be bondable?
6. **CHARACTER**	usually refers to such personality traits as honesty, dependability, loyalty, etc. Could you name three character references? (Could you name three people who could verify your personality traits?)
7. **CHRONIC**	keeps coming up; recurring; usually relates to an illness such as diabetes, epilepsy, etc., which requires medication. Do you have any chronic illnesses?
8. **COMPENSATION**	payments for services, including benefits
9. **CONFIDENTIAL**	refers to being kept a secret or private. Information that is confidential should not be discussed.
10. **CONVICTED**	to be proven guilty by a judge or jury of a crime. Have you ever been convicted of a felony?

11. **DEPENDENTS**	persons who rely upon you for support. Usually refers to the number of children you have. How many dependents do you have?
12. **DISABILITY INSURANCE**	insurance may be taken out which will provide a check if you are unable to work due to a work-related injury. The insurance is paid either by the employee or the employer. Have you claimed any disability insurance in the last year?
13. **EEOC**	Equal Employment Opportunity Commission, the primary agency that enforces employer compliance with nondiscrimination laws related to recruitment and employment
14. **ELIGIBLE**	able or worthy of being chosen. Are you eligible for employment at this time?
15. **EMERGENCY**	an unexpected act causing a need for some type of action right away. Whom should we notify in case of an emergency?
16. **EMPLOYER**	the person or business for whom a person works. Who was your previous employer?
17. **EXCLUDING**	to leave out; not include. How many jobs have you held, excluding your present job?
18. **FEE**	set amount of money which you must pay for certain services. Would you be willing to pay a small fee for our services?
19. **FELONY**	a federal crime for which punishment may be death or imprisonment for more than one year. Have you ever been convicted of a felony?
20. **INSTITUTION**	a place where you may receive formal training or education. What is the name of the institution from which you received your diploma?
21. **LEGIBLY**	written in a way in which it can be read. Your application should be typed or written legibly.
22. **MAIDEN NAME**	the last name of a woman before she is married. What is your maiden name?
23. **MARITAL STATUS**	refers to being single, married, separated, or divorced. What is your marital status?
24. **MISDEMEANOR**	a crime less serious than a felony. Have you ever been convicted of a misdemeanor?
25. **MIS-REPRESENTED**	to give a false or misleading statement; usually appears at the end of a job application before the signature. I certify that the above statements are true and in no way is any information misrepresented.

26. **NATURALIZED**	to become a citizen. On what date were you naturalized?
27. **NOT APPLICABLE**	does not apply to you; usually expressed as N/A. If the information does not apply to you, please write N/A.
28. **OMISSION**	the state of being left out or blank; usually as an error. If you do not write the N/A in a blank, they will think it was an omission on your part.
29. **OPTIONAL**	having a choice. Listing your age on the application is optional.
30. **PERSONAL**	belonging to you; usually refers to information about your height, weight, marital status, age, etc. Please include all personal data on the first page.
31. **PERSONNEL**	a group of persons belonging to an organization. A personnel director is usually in charge of hiring, firing, disagreements, etc. The personnel in this business are young, energetic individuals.
32. **PROBATIONARY**	a period of time during which a company sees if you can do the job for which you were hired. You realize that there is a probationary period of six months.
33. **QUALIFIED**	having the skill, training, and/or education to do a job. Why do you feel you are qualified?
34. **REFERENCE**	someone who can be asked to give an answer to questions about a person's ability to do a job. Usually there are two types of references: past employers and character references. Please name three references whom we may call.
35. **RELATIVES**	people who are related to you. Do you have any relatives working here?
36. **REVERSE SIDE**	on the other side. Please include any additional information on the reverse side.
37. **SALARY**	usually refers to a fixed amount of pay not directly related to the number of hours you work. What is the beginning salary?
38. **SIGNATURE**	a person's name, written in cursive. Please read the application and includeyour signature at the bottom.
39. **SPOUSE**	the person to whom you are married (your husband or wife)
40. **WAGE**	usually refers to the amount of money you earn during an hour. What is the minimum wage?

ACTIVITY SHEET 1 (TEACHER INSTRUCTIONS): LEARNING JOB ACQUISITION TERMINOLOGY

1. Make a copy of INFORMATION SHEET 1.
2. Cut out each numbered glossary entry.
3. Place slips of paper in a hat or box for drawing purposes.
4. Divide the class into two groups. Groups should stand on opposite sides of the room.
5. Each group should invent a clever name. Write the names of the groups on the board.
6. Each student will draw a slip of paper and immediately give it to the teacher.
7. The teacher will read aloud the word that appears on the slip. The student will define the word and use the word in a sentence to the satisfaction of the teacher. A mark is placed by the group's name each time a student defines the word correctly.
8. The other group will follow steps 6 and 7.
9. When all the words have been used, the group with the most marks will be declared the winner.

INFORMATION SHEET 2: SOURCES OF EMPLOYMENT OPPORTUNITIES

I. ***Newspaper want ads***—Newspapers list in the want ad sections job openings that are available.

II. ***Word-of-mouth***—Friends, relatives, and acquaintances usually know of job openings before they are advertised. Ask around!

III. ***Media***—Television and radio sometimes offer excellent leads for employment.

IV. ***Employment agencies***—Agencies are usually used when professional jobs are desired.

  A. Types of agencies

    1. Private agency

      a. Charges a fee for finding a job—sometimes the fee is paid by the hiring employer. Check first!

      b. The amount of the fee can be a percentage of the annual salary or a flat rate.

    2. Public agency

      a. Does not charge a fee for services

      b. Supported by state and federal governments

  B. Services provided by employment agencies:

    1. Find jobs for workers

    2. Provide career counseling

    3. Provide testing to determine interests and aptitudes

    4. Arrange interviews with the employers

V. ***Applying without knowing if an opening is available***—find out what kind of work you would like to do and where you would like to do it.

   A. Look in the yellow pages of the telephone directory.

   B. Check with the Chamber of Commerce in the city in which you would like to work.

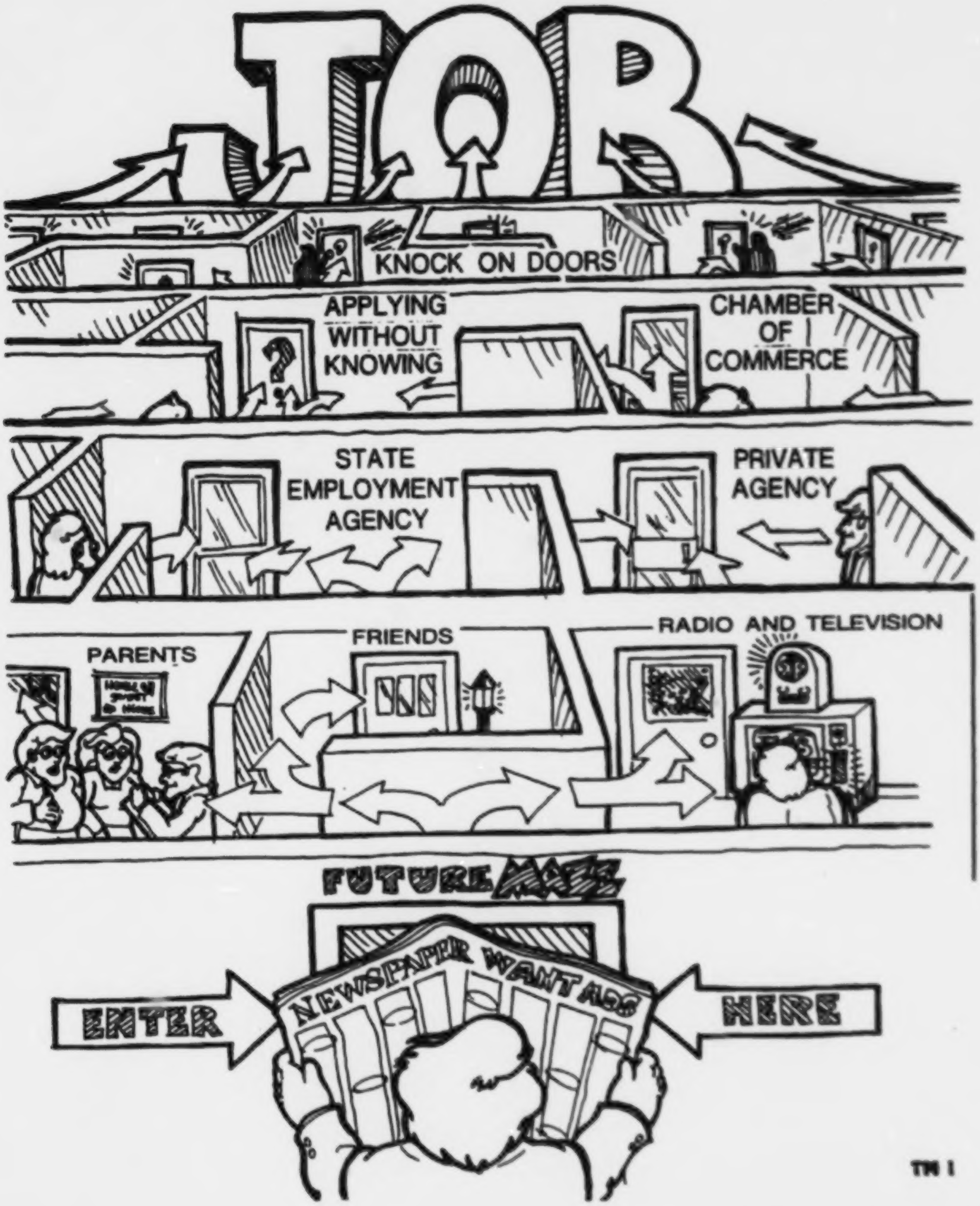
   C. Knock on doors.

VI. ***Contact with education and manpower schools/facilities***

   A. Offers job information

   B. Offers the services of counselors to assist in a career choice

Roger Finds a Job--Let's Follow Him!


JOB
KNOCK ON DOORS
APPLYING WITHOUT KNOWING
CHAMBER OF COMMERCE
STATE EMPLOYMENT AGENCY
PRIVATE AGENCY
PARENTS
FRIENDS
RADIO AND TELEVISION
FUTURE MAZE
NEWSPAPER WANT ADS
ENTER
HERE

TM I

ACTIVITY SHEET 2: LEARNING WANT AD ABBREVIATIONS
(Section A)

DIRECTIONS: Because a newspaper charges a business by the length of the ad it places, many ads will be abbreviated. The following is a list of abbreviations commonly found in want ads. Place the letter of the definition next to its abbreviation.

________	1.	Ans.	a.	department
________	2.	Appt.	b.	building
________	3.	Asst.	c.	commission
________	4.	Attr.	d.	company
________	5.	Bldg.	e.	assistant; one who helps another on a job
________	6.	Bus.	f.	employ; to hire a person to work
________	7.	Call	g.	Equal Opportunity Employment
________	8.	Co.	h.	excellent; very good
________	9.	Comm.	i.	driver's license
________	10.	Dept.	j.	business
________	11.	Drv. Lic.	k.	good salary
________	12.	E.O.E.	l.	attractive; good-looking
________	13.	Emp.	m.	experience; if you have worked before
________	14.	Eve.	n.	answer; to reply to
________	15.	Excel.	o.	appointment; a time for meeting to talk about the job
________	16.	Exper.; Ex.	p.	telephone
________	17.	Gd. sal.	q.	evening; night

ACTIVITY SHEET 2: LEARNING WANT AD ABBREVIATIONS
(Section B)

________	18.	Gen.	r.	Monday through Friday
________	19.	Hr.	s.	maintenance
________	20.	Hrly.	t.	per month, each month
________	21.	Hskpr.	u.	month
________	22.	Lt.	v.	hourly
________	23.	Mang.	w.	manager
________	24.	Maint.	x.	per week; each week
________	25.	Mech.	y.	housekeeper
________	26.	M-F	z.	references; people who speak well of you
________	27.	Mo.	aa.	national
________	28.	Natl.	bb.	light; does not require much of this work
________	29.	Nec.	cc.	necessary
________	30.	Pt. time	dd.	mechanic, or mechanical
________	31.	Perm.	ee.	part-time jobs
________	32.	Per mo.	ff.	general
________	33.	Per wk.	gg.	permanent
________	34.	Refs.	hh.	hour

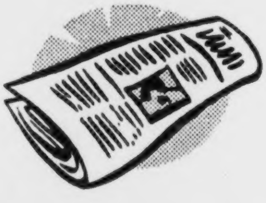
ACTIVITY SHEET 2: LEARNING WANT AD ABBREVIATIONS
(Section C)

________	35.	Ref. req.	ii.	temporary job
________	36.	Rel.	jj.	small; some
________	37.	Req.	kk.	week or work
________	38.	Sal.	ll.	typing
________	39.	Sal. open	mm.	yearly; year
________	40.	Sm.	nn.	weekly; each week
________	41.	Temp.	oo.	truck
________	42.	Trans.	pp.	dollars; money
________	43.	Trk.	qq.	reliable; a person who can be counted on
________	44.	Typ.	rr.	salary; a set amount paid
________	45.	Wk.	ss.	references required; you must send references when you apply
________	46.	Wkdys.	tt.	salary open; the salary will be agreed upon between the employer and employee
________	47.	Wkly.	uu.	weekdays
________	48.	Yr.	vv.	transportation
________	49.	Yrly.	ww.	year
________	50.	$$	xx.	required or requested

ACTIVITY SHEET 3: EXPLORING WANT ADS

DIRECTIONS: Obtain information from help wanted ads from a newspaper. Use these ads to complete as much information as you can to fill in the columns. Cut out and glue ads to the back of this page.

	Want Ad 1	Want Ad 2	Want Ad 3	Want Ad 4
1. Opportunities for advancement (yes or no)				
2. Name of company				
3. Name or title of position				
4. Telephone number				
5. Job requirements				
6. Educational/ training requirements				
7. Salary				
8. How do you apply for the job (call, in person, etc.)?				



INFORMATION SHEET 3: APPLYING BY TELEPHONE FOR AN INTERVIEW

I. Applying by telephone

  A. Have in mind exactly what you are going to say before you call.

  B. Keep your conversation short--don't tie up the employer's time by talking to him/her after you have accomplished what you have set out to do.

  C. Speak clearly--loud enough to be heard.

  D. Don't eat food or chew gum when talking on the phone.

  E. Have at hand all necessary information about you in the event information is requested before sending job applications.

  F. Be friendly and courteous.

II. What You Need to Say

  A. Give your name and tell why you are calling.

  B. Ask if there are any job openings or, if you are applying for a specific job, ask if that job has been filled.

  C. Find out what the requirements are for the job.

  D. Ask if you may have an application form--if one is required.

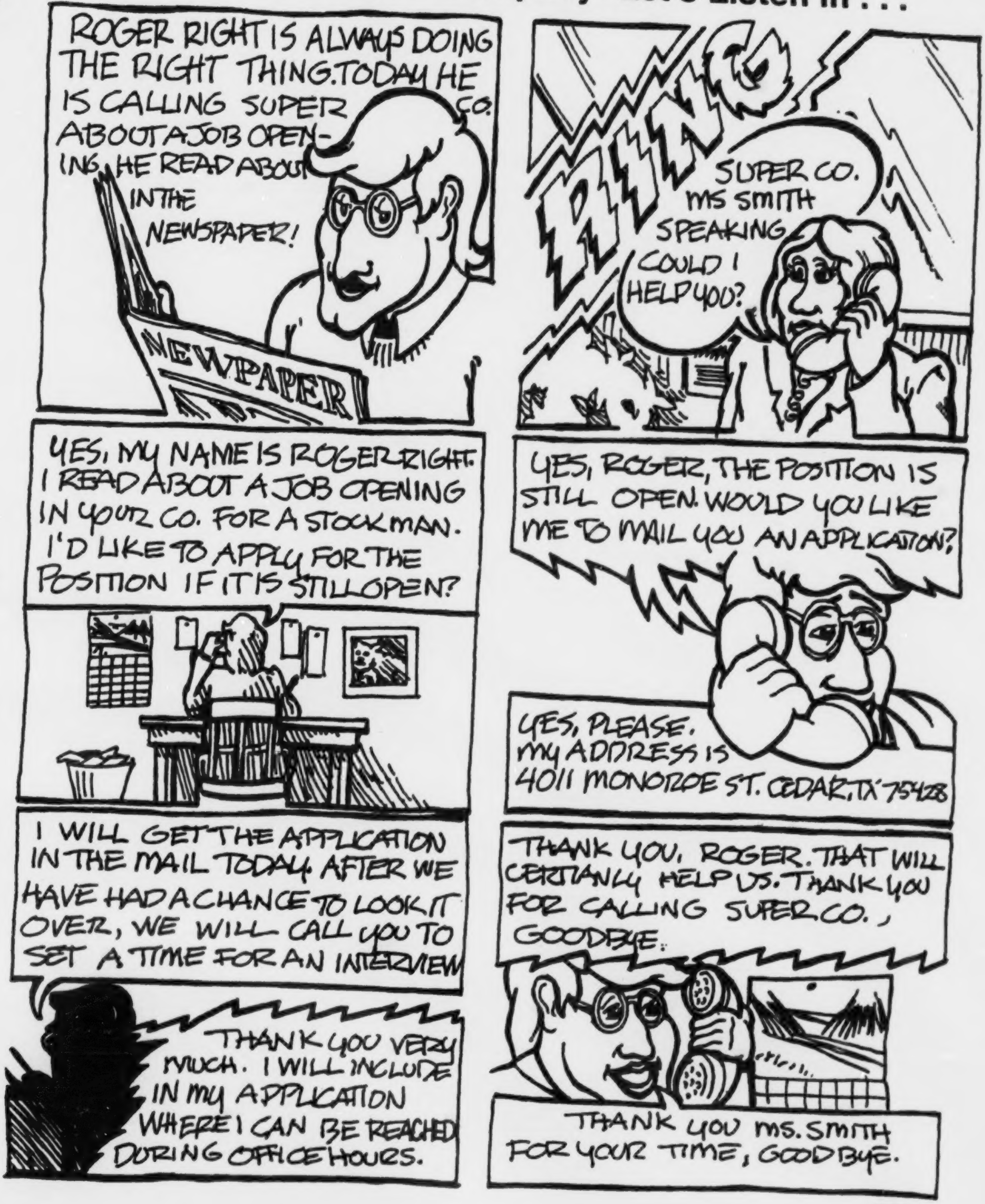
  E. Ask if you may have an interview at the employer's convenience.

  F. Find out the person's name and title who will be conducting the interview.

  G. Give your address and phone number so that they may mail you an application and/or contact you if there is a change in your appointment time.

  H. Thank the person who gave you the information. (Usually the person answering the phone will give you his or her name. It really impresses people when you include their names when thanking them. Make notes of names if necessary.)

Roger Calls Super Company--Let's Listen In . . .


ROGER RIGHT IS ALWAYS DOING THE RIGHT THING. TODAY HE IS CALLING SUPER CO. ABOUT A JOB OPENING HE READ ABOUT IN THE NEWSPAPER!
NEWPAPER
RING
SUPER CO. MS SMITH SPEAKING COULD I HELP YOU?
YES, MY NAME IS ROGER RIGHT. I READ ABOUT A JOB OPENING IN YOUR CO. FOR A STOCKMAN. I'D LIKE TO APPLY FOR THE POSITION IF IT IS STILL OPEN?
YES, ROGER, THE POSITION IS STILL OPEN. WOULD YOU LIKE ME TO MAIL YOU AN APPLICATION?
YES, PLEASE. MY ADDRESS IS 4011 MONOROE ST. CEDAR, TX 75428
I WILL GET THE APPLICATION IN THE MAIL TODAY. AFTER WE HAVE HAD A CHANCE TO LOOK IT OVER, WE WILL CALL YOU TO SET A TIME FOR AN INTERVIEW
THANK YOU VERY MUCH. I WILL INCLUDE IN MY APPLICATION WHERE I CAN BE REACHED DURING OFFICE HOURS.
THANK YOU, ROGER. THAT WILL CERTIANLY HELP US. THANK YOU FOR CALLING SUPER CO., GOODBYE.
THANK YOU MS. SMITH FOR YOUR TIME, GOODBYE.

TM 2

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ACTIVITY SHEET 4: USING A TELEPHONE TO ARRANGE FOR AN APPLICATION FORM AND/OR INTERVIEW

DIRECTIONS: Role-play a situation in which you ask for a job application and/or an interview by phone. Remember what Roger did? Have the class evaluate your performance by circling "yes" or "no" to the right of each statement.

1.	Knew what was to be said	YES	NO
2.	Kept the conversation short	YES	NO
3.	Spoke clearly	YES	NO
4.	Gave name and reason for calling	YES	NO
5.	Was friendly and courteous	YES	NO
6.	Made record of the interview date, hour, and place	YES	NO
7.	Asked for an application form	YES	NO
8.	Asked either to have the application form mailed or made arrangements to pick it up	YES	NO
9.	Thanked the person by name with whom they were speaking	YES	NO
10.	Secured the name of the person conducting the interview if available at the time	YES	NO

INFORMATION SHEET 4: COMPLETING THE APPLICATION FORM

I. Hints for completing application forms:

NOTE

> Although each company has its own application form, the following rule applies to any form.

A. Read the entire form before starting to write.

B. Follow directions carefully.

  1. Note whether the information is to be typed, printed, or handwritten.

  2. If asked to print or handwrite, always use a pen.

C. Write clearly and neatly.

D. Answer questions as briefly as possible.

E. Be honest.

F. Answer all questions.

NOTE

> If a question does not apply to you, write "N/A" for "not applicable". This shows that you did not overlook it.

G. If you have completed a resume, take it with you; it will ensure that all the information is correct and complete.

H. Read over the completed form when finished. Make sure every blank is filled.

I. Avoid cross-outs and too many erasures.

J. Use the word "open" for questions about salary. Putting down an amount could land you a salary below what was planned for or cause the employer to lose interest because of too high an amount. Discuss salary with the employer at the proper time during the interview.

II. Information required on the application:

A. Personal information

  1. Sex

  2. Address

  3. Citizenship

B. Job desired

C. Educational background

D. Previous work experience

E. Military record

F. References

G. Signature of applicant

NOTE Use your correct name--no nicknames! Your signature is required to ensure that the information on the form is correct.

ACTIVITY SHEET 5: FOLLOWING DIRECTIONS

DIRECTIONS: Read *everything* before you begin.

1. Take out a sheet of notebook paper.
2. Write your name in the upper left-hand corner.
3. Write today's date directly below your name.
4. Number your paper from one to ten. Skip a line between each number.
5. Print the heading, "Following Directions," on the first line of your paper.
6. Write your birthdate--the month, day, and year--next to number one.
7. Write your parents' names next to number two.
8. Write your parents' occupation(s) next to number three.
9. Write your address next to number four.
10. Stand up and say, "I am following directions!"
11. Write the phrase, "This is fun!" next to number five.
12. Complete only those directions from 1-5.
13. Fold your paper in half.
14. Anywhere on the reverse side, write down three occupations you are interested in.
15. Give your paper to your teacher and sit quietly until everyone is finished.

ACTIVITY SHEET 6: HELP JOE!

DIRECTIONS: Poor Joe! Joe, the star defensive lineman for the Texas City High School Mustangs, sprained his wrist while playing against the River City Tigers, the Mustangs' rival. Joe quit his job at Big Burger last September so that he could attend football practice after school. Joe, however, must now find a job since he will be graduating in May and must make the payments on his new car. Texas City has several businesses that are hiring employees. Joe feels that he will have a better chance of landing a job if he completes as many applications as possible. Joe has a problem, however. The wrist that he sprained has made it impossible for him to write. Since the sooner he completes the applications, the sooner he will have the job, it is important that Joe complete the applications this week. Are you willing to help Joe? If so, use the following information about Joe to complete the applications.

NAME: Joe B. Wilson

SOCIAL SECURITY NUMBER: 413-45-6215

ADDRESS:
2422 Hilltop Lane
Texas City, Texas 75431

PHONE NUMBER: (512) 456-7421

PERSON TO NOTIFY IN CASE OF EMERGENCY:
Mrs. David Wilson
2422 Hilltop Lane
Texas City, Texas 75431

PHONE NUMBER: (512) 456-7421

EDUCATION: Anticipated graduation date from Texas City High School is May, 20XX.

SPECIAL SKILLS: Typing; 55 w.p.m.

REFERENCES:

1. Mr. Felipe Garza
   Box 3420
   Texas City, Texas 75431
   PHONE: (512) 456-3421
   OCCUPATION: Principal, Texas City High School
   YEARS KNOWN: 4

2. Mr. Gerald Grant
   2625 Charity St.
   Texas City, Texas 75431
   PHONE: (512) 456-2896
   OCCUPATION: Minister, Texas City Methodist Church
   YEARS KNOWN: 17

3. Ms. Lawanda Thomas
Rt. 5, Box 140
Texas City, Texas 75431
PHONE: (512) 456-2496
OCCUPATION: Manager, Big Burger Fast Foods
YEARS KNOWN: 2

PREVIOUS EMPLOYMENT: Big Burger Fast Foods
2100 Drag Street
Texas City, Texas 75431

EMPLOYED FROM: July, 19XX-September, 19XX

POSITION TITLE: Counter Attendant

NAME AND TITLE OF SUPERVISOR: Ms. Lawanda Thomas, Manager

SALARY RANGE: $5.50 an hour, to start; $6.50 an hour, ending wage

REASON FOR LEAVING: Participation in school activities

MISCELLANEOUS: Joe has never been convicted of a misdemeanor or felony.

WENDY'S
OLD FASHIONED
HAMBURGERS

VARIOUS FEDERAL, STATE AND LOCAL LAWS PROHIBIT DISCRIMINATION BASED ON RACE, COLOR, SEX, RELIGION, NATIONAL ORIGIN, ANCESTRY, AGE (AS PRESCRIBED BY LAW) HANDICAP OR MARITAL STATUS. WENDY'S IS AN EQUAL OPPORTUNITY EMPLOYER AND YOUR RESPONSE TO ANY QUESTION WILL NOT BE USED AS A BASIS FOR DISCRIMINATION, BUT WILL BE JUDGED ON IT'S RELEVANCE TO THE POSITION YOU ARE SEEKING.

NAME (LAST)	(FIRST)	(MIDDLE)		SOCIAL SECURITY NO.
HOME ADDRESS	CITY	STATE	ZIP CODE	AREA CODE HOME TELEPHONE NO.

NAME OF PERSON TO NOTIFY IN EMERGENCY	ADDRESS	CITY	STATE	TELEPHONE

POSITION/TYPE OF WORK APPLIED FOR: WHEN CAN YOU START?

HOW DID YOU COME IN CONTACT WITH WENDY'S?

ARE YOU 18 YRS. OR OLDER? ☐YES ☐NO IF NOT STATE YOUR AGE* ______________
*MUST BE ABLE TO PROVIDE AGE OR EMPLOYMENT CERTIFICATE

EDUCATION	NAME OF SCHOOL	ADDRESS	DID YOU GRADUATE? DEGREE RECEIVED
HIGH SCHOOL			
COLLEGE/ UNIVERSITY			
OTHER SPECIAL TRAINING			

DID YOU STUDY TYPING? ☐YES ☐NO STENOGRAPHY? ☐YES ☐NO
OFFICE MACHINES?______________ OTHER?______________
HAVE YOU EVER WORKED FOR OR APPLIED FOR A POSITION WITH WENDY'S OR ANY OF IT'S FRANCHISEES?
☐YES ☐NO IF YES, GIVE DETAILS______________
U.S. MILITARY SERVICE
BRANCH FROM__________ TO__________ RANK_______

REFERENCES: PERSONAL (LIST FORMER EMPLOYERS) DO NOT LIST RELATIVES.

NAME	ADDRESS	PHONE	OCCUPATION	YEARS KNOWN

EMPLOYMENT HISTORY - MAY WE CONTACT YOUR PRESENT EMPLOYER? ☐ YES ☐ NO
MAY WE CONTACT YOUR PRIOR EMPLOYERS? ☐ YES ☐ NO

PRESENT OR LAST EMPLOYER:

EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING
EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING
EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING
EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING
EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING

WERE YOU EVER DISCHARGED BY ANY COMPANY? ☐ YES ☐ NO

IF YES, GIVE NAME OF COMPANY________________________________

REASON FOR DISCHARGE________________________________

IF YOU ARE NOW EMPLOYED, WHY DO YOU WANT TO MAKE A CHANGE________________

IF YOU HAVE BEEN UNEMPLOYED AT ANY TIME SINCE LEAVING SCHOOL, PLEASE EXPLAIN____________

HAVE YOU, IN THE PAST 5 YEARS, BEEN CONVICTED OF A FELONY? ☐ YES ☐ NO

IF YES, PLEASE EXPLAIN AND GIVE DETAILS__________________________

EMPLOYEES WILL BE ENGAGED, SUBJECT TO RECEIPT OF SATISFACTORY REFERENCES. IN MAKING THIS APPLICATION FOR EMPLOYMENT, IT IS UNDERSTOOD THAT AN INVESTIGATION MAY BE MADE WHEREBY INFORMATION IS OBTAINED THROUGH PERSONAL INTERVIEWS WITH NEIGHBORS, FRIENDS OR OTHERS WITH WHOM YOU ARE ACQUAINTED. THE INQUIRY INCLUDES INFORMATION AS TO YOUR CHARACTER, GENERAL REPUTATION, PERSONAL CHARACTERISTICS AND MODE OF LIVING, IF RELATED TO THE JOB FOR WHICH YOU ARE APPLYING. YOU HAVE THE RIGHT TO MAKE A WRITTEN REQUEST WITHIN A REASONABLE PERIOD OF TIME TO RECEIVE ADDITIONAL, DETAILED INFORMATION ABOUT THE NATURE AND SCOPE OF THIS INVESTIGATION. FALSIFICATION: IT IS UNDERSTOOD THAT ANY FALSE STATEMENT IN THIS APPLICATION IS SUFFICIENT CAUSE FOR DISMISSAL.

APPLICANT'S SIGNATURE DATE SIGNED

FOR EMPLOYEE RELATIONS USE ONLY

TESTS: TYPING________________ STENO________________

COMMENTS________________________________

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FOR OFFICE USE ONLY	
Possible Work Locations	Possible Positions

APPLICATION FOR EMPLOYMENT

FOR OFFICE USE ONLY	
Work Location ______	Rate ______
Position ______	Date ______

(PLEASE PRINT PLAINLY)

To Applicant: We deeply appreciate your interest in our organization and assure you that we are sincerely interested in your qualifications. A clear understanding of your background and work history will aid us in placing you in the position that best meets your qualifications and may assist us in possible future upgrading.

PERSONAL

Date ______

Name ______ (Last) (First) (Middle) Social Security No. ______

Present address ______ (No.) (Street) (City) (State) (Zip) Telephone No. ______

Do you have any physical condition which may limit your ability to perform the particular job for which you are applying? ______ If yes, describe such condition ______

Position(s) applied for ______ Rate of pay expected $______ per week

Would you work Full-Time ______ Part-Time ______ Specify days and hours if part-time ______

Were you previously employed by us? ______ If yes, when? ______

List any friends or relatives working for us, other than spouse ______ (Name(s))

If your application is considered favorably, on what date will you be available for work? ______ 19______

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with our organization? ______

______

______

RECORD OF EDUCATION

School	Name and Address of School	Course of Study	Check Last Year Completed	Did You Graduate?	List Diploma or Degree
High			1 2 3 4	☐ Yes ☐ No	
College			1 2 3 4	☐ Yes ☐ No	
Other (Specify)			1 2 3 4	☐ Yes ☐ No	

MILITARY SERVICE RECORD

Were you in U.S. Armed Forces? Yes ______ No ______ If yes, what Branch? ______

Dates of duty From ______ (Month) (Day) (Year) To ______ (Month) (Day) (Year) Rank at discharge ______

List duties in the service including special training ______

______

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I

Name and Address of Company and Type of Business	From		To		Describe the work you did	Reason for Leaving	Name of Supervisor
	Mo.	Yr.	Mo.	Yr.			
Telephone							

II

Name and Address of Company and Type of Business	From		To		Describe the work you did	Reason for Leaving	Name of Supervisor
	Mo.	Yr.	Mo.	Yr.			
Telephone							

III

Name and Address of Company and Type of Business	From		To		Describe the work you did	Reason for Leaving	Name of Supervisor
	Mo.	Yr.	Mo.	Yr.			
Telephone							

IV

Name and Address of Company and Type of Business	From		To		Describe the work you did	Reason for Leaving	Name of Supervisor
	Mo.	Yr.	Mo.	Yr.			
Telephone							

PERSONAL REFERENCES (Not Former Employers or Relatives)

Name and Occupation	Address	Phone Number

Applicant's signature

Date

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ACTIVITY SHEET 7 (TEACHER INSTRUCTIONS): COMPLETING THE APPLICATION FORM

DIRECTIONS: The following pages contain an application form for you to fill out. Complete the application form using current information about yourself. Your completed application should be similar to Tina Teenager's application form (IV-1-35, 36).

Referred to this company by ____________

Please Print or Type

GENERAL DATA

Name
Date

last first middle (other last names)

Address City State Zip

Tel. No. Date Available

Have you ever worked for XYZ Co.? YES NO When

Social Security No. Veteran? YES NO

Position desired

Salary Expected

Relatives Employed by XYZ Co.

EDUCATION Name and location	Circle grade completed	Year Graduated	Degree	Major
Secondary School	7 8 9 10 11 12			
Community College	13 14			
College/ University	13 14 15 16			
Graduate School				

SECURITY Have you ever been convicted of a felony? YES NO	If yes, please explain.
(If applicable) Have you ever had a security clearance?	Level of Clearance

EMPLOYMENT HISTORY

Employed by (List Most Recent Employer First)	Dates Employed		Salary	Nature of Duties	Reason for Leaving
Company	From	To			
Street					
City State					
Tel. No.					
Supervisor					
Company					
Street					
City State					
Tel. No.					
Supervisor					

I hereby certify that the above information is true and correct. I understand that any false statements on my part may disqualify me from employment.

Signature Date

Referred to this company by Ted Teacher

Please Print or Type

GENERAL DATA

Name Teenager Tina R. Date June 4, 19XX
last first middle (other last names)

2123 Hilltop Smalltown Texas 73421
Address City State Zip

Tel. No. (218) 456-0431 Date Available June 4, 19XX

Have you ever worked for XYZ Co.? YES [✓ NO] When n/a

Social Security No. 455-43-4685 Veteran? YES [✓ NO]

Position desired Nurse's Aide

Salary Expected open Relatives Employed by XYZ Co. n/a

EDUCATION	Name and location	Circle grade completed	Year Graduated	Degree	Major
Secondary School	Smalltown Middle School, Smalltown, Texas	7 [✓ 8] 9 10 11 12	n/a	n/a	n/a
Community College	n/a	13 14			
College/ University	n/a	13 14 15 16			
Graduate School	n/a				

SECURITY Have you ever been convicted of a felony? YES [✓ NO]	If yes, please explain.
(If applicable) Have you ever had a security clearance? n/a	Level of Clearance n/a

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EMPLOYMENT HISTORY

Employed by (List Most Recent Employer First)	Dates Employed		Salary	Nature of Duties Reason for Leaving
	From	To		
Company Mrs. Fred Jones				Babysitting
Street 2124 Lee Street	6/xx	10/xx		Son's condition
City Smalltown State Texas				required a
Tel. No. (218) 462-1431				full-time
Supervisor				nurse
Company n/a				n/a
Street				
City State	n/a			
Tel. No.				
Supervisor				

I hereby certify that the above information is true and correct. I understand that any false statements on my part may disqualify me from employment.

Tina R. Teenager
Signature

June 4, 19xx
Date

INFORMATION SHEET 5: THE RESUMÉ

I. Definition of Resumé or Personal Data Sheet

   A. "Resumé" and "personal data sheet" are terms that basically mean the same.

   B. They are written statements of all the facts about yourself that might be of possible interest to an employer.

II. Purpose

   A. Usually used by those who have completed a college education and/or have considerable work experience

   B. Used as a reference when filling out a job application

III. Advantages

   A. Many copies may be made and mailed to different companies when seeking employment.

   B. A short, complete version of qualifications, rather than lengthy application forms, may allow employers time to read and study, thereby increasing your chance of getting the job.

   C. Provides an easy way to update education and work experiences as they broaden

IV. Standards for Writing a Resumé

   A. Organization may vary, but all usually contain the same information

   B. Should be organized logically

   C. Should be typed neatly

   D. Should not have any spelling errors

   E. Should be presented in an outline form

   F. No set limit as far as length; however, many employers prefer no more than two pages

   G. Should present qualifications and experience honestly

V. Information to Be Presented

A. Name, address, and phone number

B. The type of job for which you are applying

C. Social security number

D. Educational information

NOTE Place the most recent information first.

1. Name and address of schools attended

2. Dates you attended school

3. Subjects studied

NOTE List only those subjects you feel will help you on the job.

4. Awards and activities

EXAMPLE: Club memberships and offices held, participation in athletics, etc.

E. Work experience

NOTE List the most recent job first.

1. Name and address of company where you worked

2. How long you worked there

3. What you did

4. Special training you received

F. References

CAUTION!: Be sure to get permission before using people's names as references.

1. Former employers
2. Former teachers, especially those who taught you courses that will help you in the job you are applying for
3. Adult friends
4. Community leaders

NOTE Avoid using relatives as references.

G. Special Skills

1. Operation of equipment
2. Speed on equipment (e.g., typing, calculator, etc.)
3. Any hobbies or interests that relate to your job

INFORMATION SHEET 5A: SAMPLE RESUMĒ

Career Objective: Secretary

Name:	Janice Jones
Address:	823 Myhome Dr., Hometown, Texas 75469
Social Security Number:	422-55-1797

Educational Background

Hometown High School — Dates Attended: 1995-99
2210 Sycamore Street
Hometown, Texas 75469

Related Courses

- Administrative Procedures
- Business Law
- Keyboarding
- Business Computer Information Systems

Work Experience

Dates	*Employer*	*Supervisor*
1997 to present	Big C, Inc. 141 Main Street Hometown, TX 75469	Mr. Neal Bowman

Duties

Typed invoices and correspondence, filed all correspondence, did extensive work on word processor, answered phone, and greeted all visitors.

Special Skills

- Typing — 60 w.p.m.
- Business Office Software Applications

References

Mr. Neal Bowman, Vice President
Big C, Inc.
141 Main St.
Hometown, TX 75469

Ms. Bridgett Webb, Principal
Hometown High School
2210 Sycamore Street
Hometown, TX 75469

Mrs. Mary James, Vocational Office Education Teacher
121 Monroe
Hometown, TX 75469

INFORMATION SHEET 5B: SAMPLE RESUMÉ

Matthew Money

2122 Elmway Avenue
Columbus, Ohio 76543

Home Phone: (219) 456-3456 Business Phone: (219) 456-7892

Social Security Number: 543-12-3456

OBJECTIVE

To utilize skills developed in evaluation, planning, and managing to pursue a career in bank management.

EXPERIENCE

Financial: Responsible for the planning and budgeting of corporations ranging in assets in excess of $1,000,000.

Administrative: Experienced in all phases of administration with special emphasis on systems and organizational planning. Successful administration of both line and staff groups leading to a very clear understanding of the modes of operation and objectives of each type of organization.

Banking: Experienced in all phases of bank operation—including auditing, bookkeeping, public relations, etc.

EMPLOYERS

- Big C Company (19XX-19XX)—Comptroller
- First National Bank of Boston (19XX-19XX)—Audit Supervisor
- Mutual Bank of Chicago (19XX-19XX)—Bookkeeping Officer,
Public Relations Officer,
Cashier

EDUCATION

State University of Business

- MBA, Accounting, 19XX
- BA, Management, 19XX

INFORMATION SHEET 5C: SAMPLE RESUMÉ

Susan Searcher

Home:
301 Main Street
Seville, Texas 76545
(817) 456-6754

Business:
Lovely Modeling
4323 Main St.
Seville, Texas 76545
(817) 456-8756

Objective

Fashion Model

Work Experience

- Model:
  Modeled cosmetics in widely known magazines for the last three years. Was successful in raising the volume of sales in many of the firms 30 percent within the first year.
- Cosmetics Consultant:
  Extensive work in the field of research in cosmetics production. Widely acclaimed consultant for LuJay Cosmetics. Extensive work in the area of presentations, beauty makeovers, etc.
- Fashion Designer:
  Devised and supervised many details of fashions from the conceived idea to the finished product. Many of the products designed were sold to world-acclaimed fashion stores.

Firms

• 19XX to present	Lovely Modeling—Model Seville, Texas
• 19XX to 19XX	LuJay Cosmetics—Consultant
• 19XX to 19XX	L and A Fashion Designs—Designer

Education

Texas State University, B.A. in Fashion Design

References

Available Upon Request

ACTIVITY SHEET 8: WRITING A RESUMÉ

DIRECTIONS: Your resumé should give an accurate picture of your qualifications. Often an employer will form the first impression of you from it. Using the samples as a guide, write your own resumé.

If you have worked before--delivering newspapers, babysitting, mowing yards, etc.--list those jobs as work experience. If you have never worked before, be creative--choose a career and list any work experience and/or education you feel would help you get the job.

INFORMATION SHEET 6: PREPARING FOR THE INTERVIEW

I. Things to do before the Interview

  A. Know the exact date, time, and place of the interview.

  B. Know the name of the person who will be conducting the interview and his/her title.

  C. Learn as much about the business as possible.

  D. Review your resumē.

  E. Think through possible questions the interviewer might ask.

  F. Think of several questions to ask about the job and about the company.

NOTE Asking questions shows you are truly interested!

    1. Is there room for advancement?

    2. What are the fringe benefits?

    3. When can you find out whether or not you were hired?

    4. What kind of salary increases are included?

  G. Gather materials you will need for the interview.

    1. Two pens (in case one does not work)

    2. A copy of your resumē

    3. Any additional information related to your qualifications for the job

EXAMPLE: If you are applying for a job as a photographer, you would want to include pictures you have made.

II. Dressing for Success

A. Wear the appropriate clothing.

> **NOTE** An applicant for an auto mechanic's job would dress differently than an applicant for a manager's job.

B. You should always dress for the job you would like to hold, not for your present job—unless, of course, you are satisfied where you are.

C. Dress conservatively. (No short dresses, unbuttoned shirts, etc.)

1. Businesslike attire is the best.
2. If you are unsure about what to wear, it is much better to be overdressed than to appear sloppy!
3. Too little jewelry is better than too much.

D. Consider your personal traits.

1. Choose clothing that complements your body structure and your facial features.
2. Choose clothing that feels good on you. If it feels good, you feel good, and it shows.

E. To make a good impression:

1. Body should be clean and odor free.
2. You should be freshly shaved.
3. Hair should be neat, clean, and trimmed.
4. Makeup should not be overdone.
5. Teeth should be brushed and your breath fresh.
6. Clothes should be clean and pressed.
7. Shoes should be clean and polished.
8. Do not wear strong perfume or aftershave lotion.

INFORMATION SHEET 7: THE INTERVIEW

I. Before the Interview

A. Go alone. Don't take a parent or friend with you.

NOTE Employers seldom hire people who cannot sell themselves in an interview without the help of another person.

B. Allow enough time to be 10-15 minutes early in case you are required to complete any other forms.

C. Review important information.

1. Know the name and title of the interviewer.
2. Know what the company does.
3. Know several reasons why you want the job.

D. Dress appropriately.

II. Meeting the Receptionist/Secretary

A. Be sure to be friendly and courteous to the receptionist/secretary.

NOTE Many a job has been lost because an applicant was not friendly to the receptionist. If an employer is having a hard time deciding between applicants, he/she may ask the receptionist's opinion.

B. Introduce yourself, stating that you have an appointment and with whom.

EXAMPLE: "Good morning. My name is Jake Chen. I am applying for a job as a computer programmer. I have a 9:30 appointment with Ms. Lindsey."

C. Wait for instructions and follow them carefully.

III. Starting the Interview

A. Smile and greet the interviewer with a firm handshake.

NOTE Women, too, should shake hands.

B. Call the interviewer by name.

C. Introduce yourself.

D. State the purpose of your visit.

E. Listen for instructions.

F. Stand until the interviewer asks you to sit.

  1. If not asked to sit, you must stand.

  2. If asked to sit, do not slouch.

G. Try not to be nervous. Taking two or three deep breaths helps you relax.

H. Do not place personal items such as your purse, umbrella, etc., on the interviewer's desk.

I. Do not smoke or chew gum.

J. Be confident!

K. Make eye contact, but do not stare.

L. Be courteous and polite.

REMEMBER: Good manners are never out of style.

IV. Answering Questions During the Interview

A. Do not interrupt the interviewer when he/she is speaking.

B. Try to answer with more than yes or no—the interview will go much more smoothly.

C. Do not talk about your personal problems. Try to convince the interviewer that he/she will be benefitting the company by hiring you, not vice versa.

D. Answer all questions honestly. An employer can sense when you are avoiding a question.

EXAMPLE: "Would you say you can work well with others?" "Truthfully, my relationship with my supervisor could have been better. We never became especially fond of each other. However, we did manage to work together."

E. Give positive answers to unfavorable questions.

EXAMPLE: "What was your reason for leaving your past employment?" "I was laid off because I could not get along with my co-workers. But I have learned now that I must put forth extra effort."

F. Do not "ramble"; give clear answers.

G. Use standard English. Avoid using slang words or phrases.

H. Show interest in the company by asking questions.

I. Give the interviewer the opportunity to mention salary and fringe benefits.

EXAMPLE: If asked what salary you would come to work for, sample answers are: "It depends upon my responsibilities." "What is someone in a similar position making?"

V. Closing the Interview

A. Usually, the interviewer will tell you that there are no further questions and that you will be notified when a decision has been reached.

B. Thank the interviewer for his/her time.

C. Leave immediately when the interview has ended.

VI. Following the Interview

A. The thank-you letter

1. Express your continued interest in the job.

2. Express your appreciation to the interviewer for the opportunity to interview with the company.

3. Take the opportunity to sell yourself a little more.

B. The follow-up telephone call

1. Include the following information

a. Your name

b. Date of the interview

c. Position for which you interviewed

2. Ask whether a decision had been made.

   EXAMPLE:
   Incorrect:
   "Hello, Ms. Smith. This is George Goofup. I haven't heard anything about the job. You said I should call. Did I get it?"
   Correct:
   "Hello, Ms. Smith. This is Daniel Doright. I interviewed with your company on December 27 for the position of general manager. Have you reached a decision?"

3. If someone else was hired, thank the interviewer for considering you, and tell him/her you are still interested in working for the company.

   EXAMPLE: "I would like to thank you for considering me for the position. I am still interested in working for your company, and I would appreciate your keeping my application on file."

VII. Learn From Your Interview

A. Looking back at the interview

1. What were some of the good things you did?

2. What were some of the bad things you did?

3. If you could change any of your responses, what would they be?

B. Remember all is not lost if you did not get the job—learn from your mistakes.

NOTE

If you do not get the job, you may want to role play the interview as you remember it with an adult friend. The friend may be able to give you valuable pointers to improve your interview skills.

JOB INTERVIEW POINTERS

1) Dress appropriately; be neat and clean.

2) Wear well-pressed clothes. The type of clothes depends on the job situation.

3) Go ALONE to your interview.

4) Arrive a little ahead of time. If you cannot keep the interview, be sure to notify your prospective employer.

5) Be courteous to the receptionist.

6) Watch your posture in the waiting room as well as during the interview.

7) Do not chew gum or smoke.

8) If your possible employer offers to shake hands, make your handshake firm.

9) Be yourself, but even if you are uneasy, try to smile.

10) Do not be so casual that you appear uninterested in the job.

11) Listen carefully; answer questions thoughtfully. Be aware of talking too much or too little.

12) Give accurate and complete information. Have your resumé with you so you can give dates of previous work and other information easily.

13) Be prepared to ask some intelligent questions about the work and situations on points of interest to you.

14) If you DON'T get the job--keep a good attitude. Try to leave such a good impression that the firm might want to call you if another job opening occurs.

TM 3

AT THE INTERVIEW

**Convince the Interviewer You Can Do the Job--
SELL YOURSELF.**

1) Sit upright in your chair.
2) Look the interviewer in the eyes.
3) Answer all questions honestly.
4) Try to give a favorable response to unfavorable questions.
5) Thank the interviewer after the interview is over.

TM 4

IT IS NORMAL TO BE A LITTLE NERVOUS
WHEN YOU APPLY FOR A JOB

TM 5

240

LOOK BACK AT THE INTERVIEW--

WHAT WENT WRONG?

TM 6

INFORMATION SHEET 8: QUESTIONS FREQUENTLY ASKED AT AN INTERVIEW

1. What are your future career plans?

2. What are your major weaknesses?

3. What are your special abilities?

4. Do you prefer working with others or by yourself?

5. In what school activities have you participated? Why?

6. What school courses did you like best? Least? Why?

7. Why do you think you would like this particular type of job?

8. Are you willing to relocate where the company wants to send you?

9. What can you do for us? Why do you feel you are qualified?

10. What are your ideas about salary?

11. Where have you worked before?

12. Do you have any questions about our company or the job opening?

ACTIVITY SHEET 9: PARTICIPATING IN A SIMULATED JOB INTERVIEW

TEACHER INSTRUCTIONS:

1. Nine students should be selected to do the interviewing.
2. They will be given a card with the name of the company and should use those questions on Information Sheet 8 to conduct the interview.
3. Students will first draw an information card.
4. Using the information on the card and any other personal information, the students will conduct themselves as if they are in an actual interview.
5. The students are to answer the questions honestly, referring to their information cards when needed.
6. When the interview is over, the interviewer is to complete the applicant's rating form; the applicant should be given the rating form when completed so that improvements may be made in the next interview.
7. The student will then draw another information card for a second interview.
8. Each student should be interviewed by two different personnel directors and for two different positions.
9. When two interviews have been completed, the student will then be placed in an interviewing position.

INFORMATION CARDS

DIRECTIONS: Cut along the dotted lines. The cards will last much longer if they are laminated.

JOB APPLYING FOR: **Typist**
EXPERIENCE: At Big RT Company in Dallas, Texas for three years
SPECIAL SKILLS: Typing, 55 w.p.m.

JOB APPLYING FOR: **Janitor**
EXPERIENCE: Worked three years at XYZ Company in Houston, Texas as janitor
SPECIAL SKILLS: None

JOB APPLYING FOR: **Sales Clerk**
EXPERIENCE: Worked three years at Dillard's Department Store as sales clerk
SPECIAL SKILLS: Typing, 45 w.p.m.

JOB APPLYING FOR: **Grocery Sacker**
EXPERIENCE: None
SPECIAL SKILLS: None

JOB APPLYING FOR: **Cook Helper**
EXPERIENCE: None
SPECIAL SKILLS: None

JOB APPLYING FOR: **Purchasing Agent**
EXPERIENCE: Purchasing Agent for Title Big Company in Tyler, Texas for six months
SPECIAL SKILLS: Typing, 55 w.p.m.
HIGHER EDUCATION: Two years of coursework toward B.B.A.

JOB APPLYING FOR: **Amusement Rides Manager**
EXPERIENCE: Five years operating rides at Lassoworld
SPECIAL SKILLS: None
HIGHER EDUCATION: 18 semester hours in marketing

JOB APPLYING FOR: **Cashier**
EXPERIENCE: Cashier at WideWorld Bank; part-time for two years
SPECIAL SKILLS: Typing, 55 w.p.m.; electronic calculator by touch

JOB APPLYING FOR: **Skating Instructor**
EXPERIENCE: Two years experience as skating competitor
SPECIAL SKILLS: Have won numerous awards for competition

JOB APPLYING FOR: **Cook**
EXPERIENCE: Two years as cook at Margino's Restaurant
SPECIAL SKILLS: None

JOB APPLYING FOR: **Assembly-line Worker**
EXPERIENCE: Five Years at Shemroad Manufacturing Company
NOTE: Company has closed; you have been laid off

JOB APPLYING FOR: **Line Supervisor**
EXPERIENCE: One year at Shemroad Manufacturing Company
NOTE: Company has closed; you have been laid off

JOB APPLYING FOR: **Receptionist**
EXPERIENCE: None
SPECIAL SKILLS: Typing, 60 w.p.m.

JOB APPLYING FOR: **Accounting Supervisor**
EXPERIENCE: Two years as Accounting Supervisor for TBL in Austin, Texas
HIGHER EDUCATION: B.B.A. in Accounting from L and T State University

JOB APPLYING FOR: **Waiter/Waitress**
EXPERIENCE: None
SPECIAL SKILLS: Courteous, energetic

JOB APPLYING FOR: **Lifeguard**
EXPERIENCE: None
SPECIAL SKILLS: Water Safety Courses; Lifeguard Certification

JOB INTERVIEW RATING FORM

Applicant's Name: ______________________ Your Name: ______________________

Interviewer's Name: ______________________ Date: ______________________

Job Applying for: ____

DIRECTIONS: Place a check in the box of the answer which best reflects the applicant's performance.

		YES	NO	COMMENTS
1.	The applicant was well groomed.			
2.	The applicant was courteous and honest.			
3.	The applicant was very nervous.			
4.	The applicant made eye contact.			
5.	The applicant interrupted the interviewer several times.			
6.	The applicant answered with more than yes or no.			
7.	The applicant talked about personal problems.			
8.	The applicant would not leave when the interview was over.			
9.	The applicant did not mention salary until the right time.			
10.	Would you hire this person?			

INFORMATION SHEET 9: THE FOLLOW-UP LETTER

I. Purpose of the Follow-up Letter

  A. To show appreciation to the employer for the interview

  B. To express your continued interest

  C. To take the opportunity to sell yourself a little more

  D. To strengthen your possibilities of getting the job

II. Organization of the Follow-up Letter

  A. Should be typed on 8 1/2" x 11" paper

  B. Should be neat, with no grammatical errors or misspellings

  C. Should be organized in an acceptable business-letter format

  D. Should be presented in an organized manner

    1. Thank the interviewer for the chance to interview with the company.

    2. Restate the qualifications (education and/or experience) which you feel will help you get the job.

    3. Give your telephone number and the hours of the day that you may be reached in case any additional information is required of you.

    4. Close the letter in the correct way.

    5. Sign the letter in cursive.

THE FOLLOW-UP LETTER

1110 Century Drive
Santa Fe, Texas 76543

May 27, 19XX

Mr. Vincent Ortega
Personnel Director
Acme Incorporated
2144 Lincoln Avenue
Albuquerque, New Mexico 77682

Dear Mr. Ortega:

Thank you for the opportunity to talk with you about the job opening in your sales department.

I believe that the two years of experience that I have in the sales department at Bencon Company have prepared me well for the type of position currently open at Acme Incorporated. My service over the last year as DECA president has also given me great experience in marketing and sales.

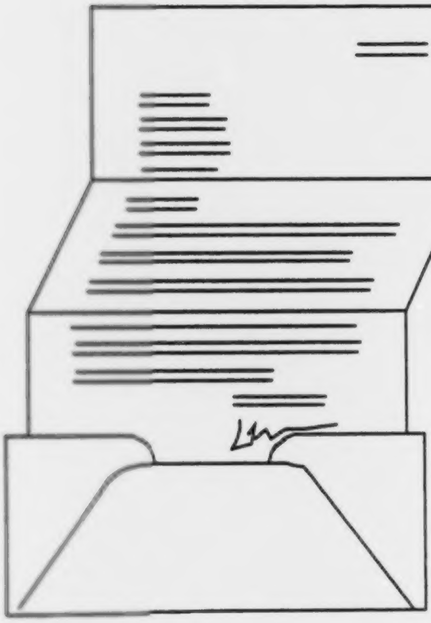
If you need any additional information, I can be reached from 8:00 a.m. until 12:00 p.m. at (845) 642-6789.

Sincerely,

Joe Jobhunter

ACTIVITY SHEET 10: PREPARING A FOLLOW-UP LETTER

DIRECTIONS: Now that you have completed your own interviews, write a follow-up letter to one of the companies that you interviewed with. You may use the name of the person conducting the interview as your contact person. The title will be Personnel Director. You may create your own address for the company, your home address, and any other information related to your qualifications. Remember this is your last time to really sell yourself, so make it neat and to the point.



INFORMATION SHEET 10: WHY PEOPLE ARE NOT HIRED

I. Previous Work Experience

  A. Work experience was not related to the job

  B. Had poor work record

II. Interest in the Specific Job

  A. Seemed uninterested when discussing job

  B. Did not ask questions about the job

  C. Seemed to want the job only to meet financial obligations

III. Recommendations from Previous Employers

  A. Did not get along with co-workers

  B. Did not get along with boss

  C. Did not do a good job

  D. Poor work habits—did not finish jobs

IV. Training Background—did not possess necessary skills for the job

V. Personal Appearance

  A. Was unable to express self clearly—poor voice, grammar, and diction

  B. Dressed sloppily

  C. Failed to maintain eye contact

VI. Manners and Mannerisms

  A. Did not thank the employer for taking the time for the interview

  B. Sat down without being asked

  C. Arrived late for the interview without a good reason

VII. Personality

  A. Lacked interest and enthusiasm

  B. Lacked confidence and poise—seemed nervous and ill at ease

  C. Lacked maturity

  D. Lacked a sense of humor

VIII. Ambitions—did not know what they wanted to do with their lives

IX. Maturity

  A. Did not see the importance of things

  B. Did not face responsibilities

  C. Blamed others for their mistakes

X. Educational Background

  A. Had a poor scholastic record

  B. Had been a discipline problem

  C. Chose courses poorly—took all the easy ones

WHY PEOPLE ARE NOT HIRED

FOR REASONS RELATING TO:

- Previous work experience
- Interest in the specific job
- Recommendations from previous employers
- Training background
- Personal appearance
- Manners and mannerisms
- Personality
- Ambitions
- Maturity
- Educational background

TM 8

ACTIVITY SHEET 11: DO YOU HAVE WHAT IT TAKES?

DIRECTIONS: Even though, chances are, you have not held a full-time job yet, you are developing work habits that will carry over with you when you do start a job. Read the questions below and answer them honestly to see if you have what it takes to be a good employee.

		YES	**NO**
A.	Would you say you get along well with others—even if they are different from you or your friends?		
B.	Do you get along well with your teachers?		
C.	Do you get along well with your parents?		
D.	Do you finish your work on time?		
E.	Are your papers neat?		
F.	Would you say you speak clearly?		
G.	Would you say you have good manners?		
H.	Can you laugh at yourself?		
I.	Do you have any idea what you will be doing in the next five years?		
J.	Do you take the blame for your mistakes?		
K.	Do you make good grades?		
L.	Do you stay out of trouble at school?		

UNIT IV-1 TEST

A. Match the following terms with their definitions by placing the correct number in the space at the left.

____ a. one who applies for a job

____ b. recurring

____ c. usually refers to the right to be insured

____ d. single, married, separated, or divorced

____ e. the last name of a woman before she is married

____ f. does not apply to you

____ g. belonging

____ h. persons who rely on you for support

____ i. written in a way in which it can easily be read

____ j. a group of persons belonging to an organization

____ k. the name of a person written in cursive

____ l. a fixed amount of pay not directly related to the number of hours you work

____ m. someone who can be asked to give an answer to questions about the person's ability to do the job

____ n. amount of money earned per hour

____ o. your husband or wife

1. Applicant
2. Bondable
3. Chronic
4. Dependents
5. Legibly
6. Maiden name
7. Marital status
8. Not applicable
9. Personal
10. Personnel
11. Reference
12. Salary
13. Signature
14. Spouse
15. Wage

SOURCES OF EMPLOYMENT

B. Name three sources to use when looking for employment:

1.

2.

3.

C. Choose the correct answer for completing each statement. Place the letter of the correct answer in the blank to the left of each number. Only one answer for each statement is correct.

_____ 1. A private employment agency ____________________ charge a fee for locating jobs.

A. does
B. does not
C. cannot
D. may

_____ 2. ___________________________ is the most common source of finding a job.

A. Word-of-mouth
B. Media
C. Want ads
D. Public employment agencies

_____ 3. _________________________ sometimes offer excellent leads for employment.

A. Teen magazines
B. Television and radio
C. Interviews
D. Babysitters

_____ 4. Employment agencies provide __________________ counseling.

A. personal
B. drug and alcohol
C. career
D. marriage

_____ 5. _____________________ provides the best source for employment opportunities.

A. Talking to friends
B. Reading the want ads
C. Watching television
D. Visiting the Chamber of Commerce

_____ 6. Friends, relatives, and acquaintances usually know of job openings _____________________ they are advertised.

A. after
B. while
C. if
D. before

_____ 7. School placement offices sometimes have _____________________.

A. part-time jobs
B. career opportunities information
C. college rankings
D. apartments for rent

_____ 8. The abbreviation "pt. time" stands for _____________________.

A. private time
B. punt time
C. party time
D. part-time

_____ 9. The abbreviation _____________________ means you are willing to discuss salary at a later date.

A. sal. open
B. money o.k.
C. sal. closed
D. sal. late

_____ 10. The abbreviation "E.O.E." means _____________________.

A. Equal Option Employment
B. Easy Open Employment
C. Equal Opportunity Employment
D. Easy Option

_____11. The abbreviation "refs." refers to ______________________________.

A. soft drink refills
B. referrals for jobs
C. references by people who know you
D. references by people who do not know you

_____12. The abbreviation "appt." refers to ______________________.

A. appointment needed for interview
B. apartment number
C. appropriate dress required
D. appointed to the job

APPLYING BY TELEPHONE FOR AN INTERVIEW

D. Place an "X" next to the information that needs to be said when applying by telephone.

______ 1. Give your name and tell why you are calling.

______ 2. Ask if you may have an interview at the employer's convenience.

______ 3. Give a friend's address to the employer so they can mail you an application.

______ 4. Find out the person's name and title who will be conducting the interview.

______ 5. Thank the person who gave you the information.

______ 6. Explain that this is your first job application and you are nervous.

______ 7. Use the person's name to whom you are speaking.

______ 8. Ask about the requirements of the job.

______ 9. Indicate how you heard about the opening.

______10. Ask about the salary of the job opening.

COMPLETING THE APPLICATION FORM

E. Fill in the blanks by using the words listed below to complete the following sentences.

open
entire form
signature
policies
application form
correct name
age
mother/father
resumé
n/a
bold-type print
blank
handwritten
salary requirements

1. Although each company has its own ____________________ ____________________, the rules for preparation apply to any form.

2. Read the ____________________ ____________________before starting to write.

3. If the questions do not apply to you, write ____________________.

4. Having your ____________________ with you will help ensure that all information is correct and complete.

5. Your ____________________is required to ensure that you put down the correct information.

6. Make sure every ____________________ is filled in.

7. Write ____________________ for questions about salary so as not to mislead the employer.

8. Always use your ____________________ ____________________.

9. Optional information is ____________________, marital status, dependents, and health status.

10. Applications may be typed, printed, or ____________________.

RESUMÉS

F. Complete the following statements with the correct answer.

______1. The term resumé basically means the same as ________________.

A. reassure
B. resume your speed
C. personal data sheet
D. personal date sheet

______2. ________________ of the same resumé can be made and mailed to different employers.

A. Many versions
B. Many copies
C. Some varieties
D. Any color

______3. In most cases, resumés should be kept to ________________ in length.

A. two pages
B. three pages
C. one page
D. four pages

______4. Resumés are an easy way to ________________ your broadening educational and work experience record.

A. exaggerate
B. update
C. qualify
D. list in detail

______5. Resumés ________________ have to be in logical order.

A. do
B. do not
C. never
D. sometimes

______6. Resumēs should be presented in an ______________________ form.

A. formal
B. informal
C. outline
D. unoutlined

______7. Your ______________________ should appear in the resumē.

A. job goals
B. grade point average
C. habits
D. best friends' names

______8. Work experience and educational background should have the most recent information ________________.

A. last
B. in the middle
C. first
D. second

______9. You should always get permission before using people as ______________________.

A. parents
B. references
C. resources
D. friends

______10. Your ______________________ are good to use as references.

A. brothers and sisters
B. friends
C. relatives
D. parents

PREPARING FOR THE INTERVIEW

G. Fill in the blanks by using the words listed below to complete the following sentences.

extreme
business
resumé
company
conservatively
title
questions
pressed
job
time
comfortably
too much
date

1. Know the exact____________________, ________________________, and location of the interview.

2. Know the name of the person who will be conducting the interview and his/her__________________.

3. Learn as much about the _________________________as possible.

4. Review your _______________________.

5. Think through possible ______________________________the interviewer might ask.

6. Think of several questions to ask about the ___________________________________and the __________________.

7. Dress______________________________.

8. Too little jewelry is better than __________________________ ______________________.

9. Your clothes should be clean and ___________________________.

10. Makeup and hairstyle should not be ____________________________.

THE INTERVIEW

H. Place the letter of the correct answer to the left of the number. Only one choice is correct for each statement.

______ 1. Allow enough time to be ________________ minutes early in case you are required to complete any other forms.

A. 5 or 6
B. 20 - 25
C. 60
D. 10 -15

______ 2. Always be ______________ and _____________ to the receptionist or secretary.

A. friendly and courteous
B. generous and sincere
C. brave and strong
D. angry and aggressive

______ 3. Do not take a ______________________ with you when going to a job interview.

A. resumé
B. pen
C. friend
D. list of references

______ 4. When starting the interview, never __________________________.

A. call the interviewer by name
B. introduce yourself
C. smoke or chew gum
D. make eye contact

______ 5. During an interview, always ____________________________.

A. answer questions with more than a yes or no
B. avoid answering questions
C. ramble, give unclear answers
D. use slang words or phrases

_____ 6. At the close of the interview, ____________________.

A. introduce yourself
B. thank interviewer for his/her time
C. sit until you are asked to stand
D. do not leave immediately

_____ 7. Following an interview, it is a good idea to ________________________.

A. send a thank-you letter to express continued interest in the job
B. at a later date, call to inquire about the decision regarding the position
C. express your appreciation to the interviewer for the opportunity to interview with the company
D. all of these

_____ 8. Looking back at the interview, ________________________.

A. try not to be nervous
B. remember all is lost if you do not get job
C. review the good and bad things you did during the interview
D. never plan any changes in your responses

QUESTIONS FREQUENTLY ASKED AT AN INTERVIEW

I. Place an "X" next to the questions frequently asked at an interview.

_______ 1. What are your future career plans?

_______ 2. What are your major weaknesses?

_______ 3. What are your plans for Saturday night?

_______ 4. Do you prefer working with others or by yourself?

_______ 5. In what school activities have you participated? Why?

_______ 6. What school courses did you like best? Why?

_______ 7. Why do you think you would like this particular job?

_______ 8. Are you willing to relocate?

_______ 9. What could you contribute to our company?

_______10. What are your ideas on salary?

_______11. Where have you worked previously?

_______12. What church do you belong to?

_______13. How old were you when you were married?

_______14. Do you like my office?

_______15. Do you have any questions about our company?

THE FOLLOW-UP LETTER

J. Fill in the blanks by using the words listed below to complete the following statements.

close **help** **interviewer** **neat** **few**

secretary/receptionist **no** **hours** **social security**

letter **telephone** **qualifications** **organized**

1. Your follow-up letter should be ____________________ with ________________ grammatical errors or misspellings.

2. Your follow-up letter should be ________________________________ in an acceptable business letter form.

3. Your follow-up letter should begin by thanking the ___________________ for the chance to interview with the company.

4. You should restate the ________________________________ which you feel will ________________ you get the job.

5. You should give your ______________________________ number and the ___________________ of the day that you may be reached in case any additional information is required.

WHY PEOPLE ARE NOT HIRED

K. Name five reasons why people are not hired.

1.

2.

3.

4.

5.

UNIT IV
Module 1: *Job Acquisition*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 2

SECTION A

1. n
2. o
3. e
4. l
5. b
6. j
7. p
8. d
9. c
10. a
11. i
12. g
13. f
14. q
15. h
16. m
17. k

SECTION B

18. ff
19. hh
20. v
21. y
22. bb
23. w
24. s
25. dd
26. r
27. u
28. aa
29. cc
30. ee
31. gg
32. t
33. x
34. z

SECTION C

35. ss
36. qq
37. xx
38. rr
39. tt
40. jj
41. ii
42. vv
43. oo
44. ll
45. kk
46. uu
47. nn
48. ww
49. mm
50. pp

ACTIVITY SHEET 3

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 4

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 5

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 6

Students should complete only steps 1-5.

ACTIVITY SHEETS 7-8

Evaluated to the satisfaction of the teacher.

NOTE Points for spelling errors and not following directions should be deducted.

ACTIVITY SHEET 9

Evaluated to the satisfaction of the teacher; students should show a definite improvement in ACTIVITY SHEET 11 after each interview.

ACTIVITY SHEET 10

Evaluated to the satisfaction of the teacher; students should be graded on neatness, following directions, grammar, and spelling.

ACTIVITY SHEET 11

A. Answering "yes" shows you have the ability to get along with co-workers.

B. Answering "yes" shows you have the ability to get along with your boss.

C. Answering "yes" shows you have the ability to get along with your boss or with other superiors.

D. Answering "yes" shows you accept responsibility.

E. Answering "yes" shows you care about the quality of the work produced.

F. Answering "yes" shows you have the ability to express yourself clearly.

G. Answering "yes" is a definite plus in your favor. Manners never go out of style and tend to impress others!

H. Answering "yes" shows you have a sense of humor. It goes a long way sometimes in easing embarrassing situations.

I. Answering "yes" shows you are ambitious. You think ahead. Employers feel it is very important for a prospective employee to be ambitious because they feel it will rub off in the kind of work they produce and in their general outlook concerning the company.

J. Answering "yes" shows you consider yourself a human being. Accepting your own mistakes shows you are honest and self-confident. Employers would rather have you admit to your mistakes because it shows that they can trust you. Always remember that everyone makes mistakes.

K. Answering "yes" shows you have the intelligence and motivation to do things until they are right. Believe it or not, grades are still a major means of predicting job success.

L. Answering "yes" shows you get along well with others and you keep your temper in check. It takes a much more mature person to walk away and/or keep quiet than to fight or make a scene.

UNIT IV-1

ANSWERS TO UNIT TEST

A.

a. 1
b. 3
c. 2
d. 7
e. 6
f. 8
g. 9
h. 4
i. 5
j. 10
k. 13
l. 12
m. 11
n. 15
o. 14

B. Three of the following:

1. want-ads
2. friends, relatives, and acquaintances
3. media
4. employment agencies
5. applying without knowing
6. education/manpower facilities

C.

1. A
2. C
3. B
4. C
5. B
6. D
7. B
8. D
9. A
10. C
11. C
12. A

D.

1. X
2. X
3.
4. X
5. X
6.
7. X
8. X
9.
10.

E.

1. application form
2. entire form
3. N/A
4. resumé
5. signature
6. blank
7. open
8. correct name
9. age
10. handwritten

F.

1. C
2. B
3. A
4. B
5. A
6. C
7. A
8. C
9. B
10. B

G.

1. date; time
2. title
3. business
4. resumé
5. questions
6. job; company
7. conservatively
8. too much
9. pressed
10. extreme

H.

1. D
2. A
3. C
4. C
5. A
6. B
7. D
8. C

I.

1. X
2. X
3.
4. X
5. X
6. X
7. X
8. X
9. X
10. X
11. X
12.
13.
14.
15. X

J.

1. neat; no
2. organized
3. interviewer
4. qualifications; help
5. telephone; hours

K.

Any of the reasons listed on **INFORMATION SHEET 10: WHY PEOPLE ARE NOT HIRED.**

TEACHER PREPARATION

UNIT IV
Module 2: *International Opportunities*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (IV-2-6, 7)	1 (IV-2-5)
2 (IV-2-8)	2 (IV-2-9, 10)

UNIT IV-2 TEST (IV-2-11, 12)

UNIT IV
Module 2: *International Opportunities*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **ACTIVITY SHEET 1 (IV-2-5): INTERNATIONAL BUSINESS IN YOUR OWN BACKYARD**

1. Use this Activity Sheet to introduce the terms "domestic" and "international" to the students.

2. Guide the students in discussion concerning how many international products we see in stores and the kinds of U.S. businesses that have international sales or production sites.

3. You may want to assign the product search activity before the end of the previous unit so that when you are ready to begin this unit the students will have found their products and be more prepared to add their personal experiences to the discussion.

B. **INFORMATION SHEET 1 (IV-2-6, 7): ECONOMIC SYSTEMS**

1. Use this Information Sheet to help students make the connection between types of economic systems and the ways people work.

2. Discuss the advantages Americans have in the international marketplace because of the type of economic system we have.

3. Ask students if they know or have known a foreign exchange student or any other person who is visiting this country. What differences in culture did they notice?

4. Discuss any cultural differences students have heard that would be important in conducting business internationally.

C. **INFORMATION SHEET 2 (IV-2-8): LOCATING AND SECURING INTERNATIONAL EMPLOYMENT**

1. This Information Sheet focuses students' attention on the qualities and skills that will aid them in securing international employment.

2. Several of the skills and abilities refer back to information presented in earlier units. Be sure to emphasize the importance of transferring previous knowledge.

BEST COPY AVAILABLE

D. **ACTIVITY SHEET 2 (IV-2-9, 10): DOMESTIC AND INTERNATIONAL EMPLOYMENT**

1. This exercise will allow students to discuss the similarities and differences in locating employment domestically and internationally. Have the students brainstorm all the different ways they can think of to locate a job, then decide if that method would be useful primarily in domestic employment, primarily in international employment, or if it is a method used frequently in both.

2. Use the sample diagram provided as **ACTIVITY SHEET 2 (IV-2-10): TEACHER DISCUSSION NOTES (SAMPLE DIAGRAM)** to get the discussion started and to keep things moving along if students hit a lull in ideas.

3. When beginning this activity, refer students back to the Venn Diagram they completed in Unit 1, Module 2.

II. Unit IV-2 Test (IV-2-11, 12)

III. Answers to Activity Sheets and Unit IV-2 Test (IV-2-13)

UNIT IV
Module 2: *International Opportunities*

ACTIVITY SHEET 1: INTERNATIONAL BUSINESS IN YOUR OWN BACKYARD

Another factor that will be important in your career decision-making process is your knowledge of international influences on the job market. The term "domestic" can be used to refer to jobs within the country in which you are living--in your case the United States. In contrast, the term "international" is used to refer to jobs outside the borders of your home country. An ever-increasing number of companies have both domestic and international operations. In your adult career you may never travel outside the United States to work, but you may be employed by a U.S. company that is globally active. Or, you may be employed by a company whose home office is in another country, even though you work in an office located here in the United States. Another possibility is that you will travel to other countries to work either on a short-term or long-term basis. As transportation and communication capabilities expand, so will international business.

Your assignment is to uncover an example of the presence of international business in your community by going to stores in your area and finding products manufactured in six different countries. Be creative in the kinds of products you look for. Try to find an example that no other student will have.

PRODUCT	COUNTRY

INFORMATION SHEET 1: ECONOMIC SYSTEMS

As you begin to consider the possibilities in international business, it is helpful to understand the differences among economic systems and the influence those differences have on employment.

CHARACTERISTICS OF AN ECONOMIC SYSTEM

term	definition	example
labor	people with skills who do the work	farmers, engineers
natural resources	raw materials used to make the things we need	water, oil, lumber, land
basic tools	capital goods and other things used to make finished goods or provide services	tools, buildings, money, machines

DECISIONS THAT MUST BE MADE IN AN ECONOMIC SYSTEM

- What goods and services are to be produced?
- Who will produce the goods or perform the services?
- What resources will be used to produce the goods or perform the services?
- Who will use the goods and services?

DECISION MAKERS

Consumers	Producers	Government
users of what is produced	those who make goods and seek profit from the sale of the goods	federal, state, and local agencies that regulate safety, public welfare, and fair trade practices

THREE TYPES OF ECONOMIC SYSTEMS

Capitalism	**Socialism**	**Communism**
• Based on private ownership	• Allows some private ownership	• Allows no private ownership
• Goods produced for the purpose of gaining profit	• Public interest more important than private profit	• No private profit
• Allows competition	• Government controls major industries and resources	• All production owned by the government

CULTURAL DIFFERENCES

Besides these general economic system differences, each country will have unique business practices. When working with individuals or companies from other countries, you will need to have some knowledge of:

- Cognitive styles--If you want to communicate effectively, you must know how the people of this country organize and process information.
- Negotiation strategies--What is an acceptable way of compromise and negotiation in this culture?
- Acceptable behaviors in business entertaining
- Acceptable dress
- Titles or forms of address
- Cultural differences in greetings and gestures

INFORMATION SHEET 2: LOCATING AND SECURING INTERNATIONAL EMPLOYMENT

What will make you a good candidate for an international position? Here are some things to consider.

- **Fluency in a second language.** Even though you may be employed in a country whose people speak a different language than your second language, that second language will still be of great help. Just the process of learning a second language will make learning a third language much easier. The fact that you were willing and able to add a second language to your skills is impressive to employers.

- **Be proficient at your specific job skills.** Employers are looking for people who have the interest and ability to perform their job duties well.

- **Participate in an overseas training experience.** These experiences range in length from a few weeks to a year. The availability and affordability of these opportunities may be surprising. Business and community organizations offer more scholarships for overseas learning opportunities than are accepted every year.

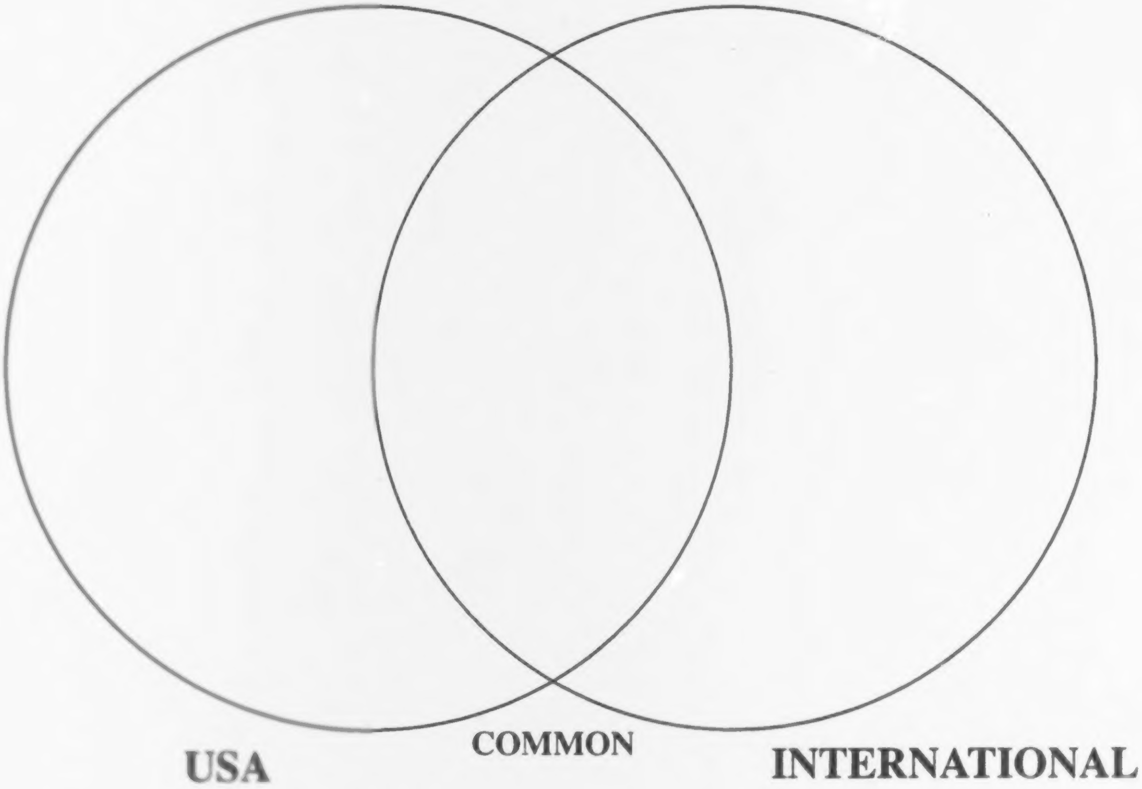
- **Be flexible in the way you look at business procedures.** Just because a procedure is different, that doesn't necessarily mean it is "wrong". Be willing to see how business conducted in a different country may need to be handled differently than the way it is handled in your local community.

- **Remember the list of your transferable skills which you discovered earlier in this course.** Emphasize these when seeking international employment.

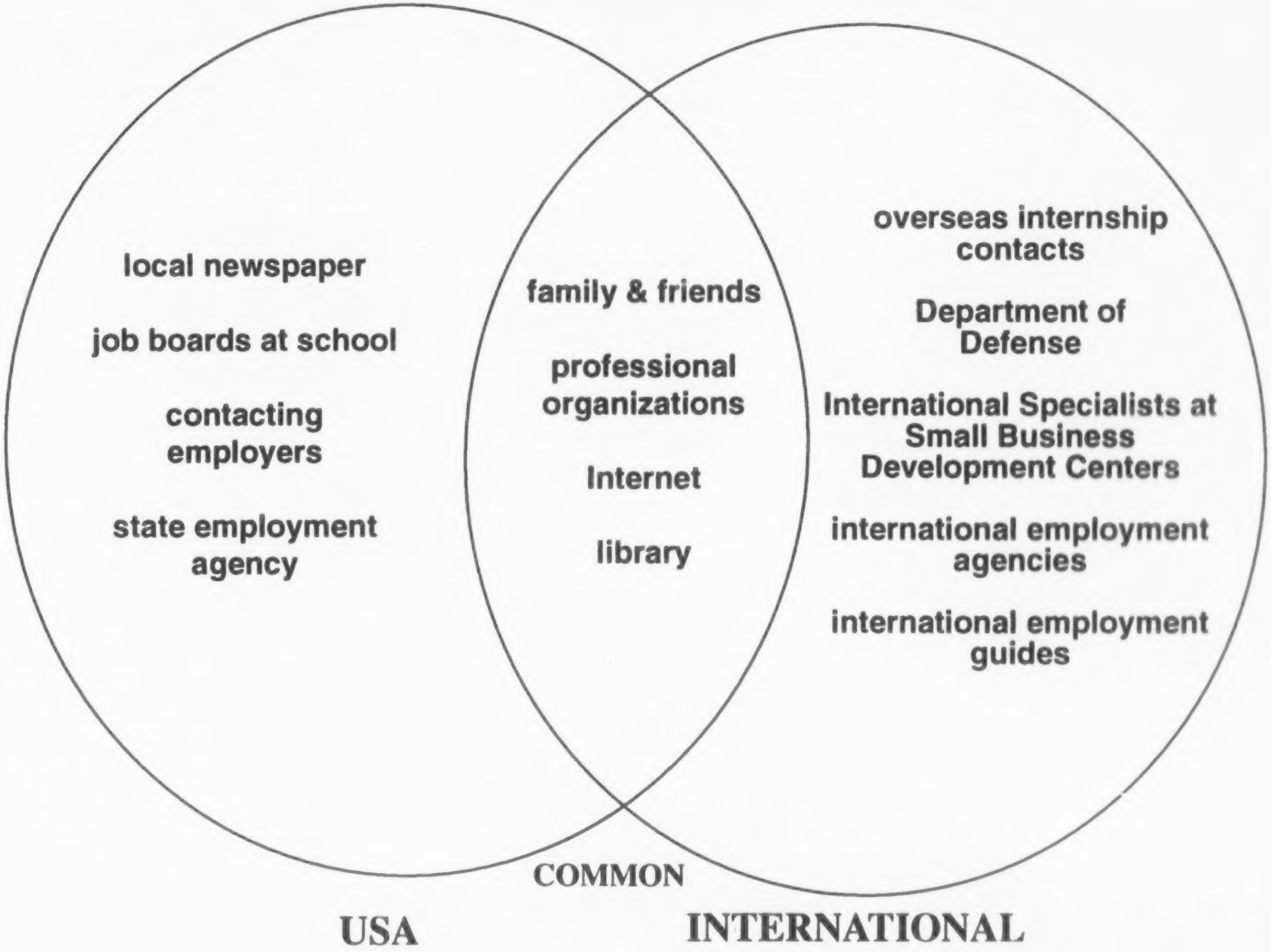
- **Broaden your job search resources.** Examples: Internet sources, professional and trade association journals, the Department of Defense, the international specialists at Small Business Development Centers, and private employment agencies that specialize in international placement.

ACTIVITY SHEET 2: DOMESTIC AND INTERNATIONAL EMPLOYMENT

DIRECTIONS: Complete the following Venn diagram comparing and contrasting methods of locating and securing employment in our domestic economy and in the international job market.



ACTIVITY SHEET 2: TEACHER DISCUSSION NOTES (SAMPLE DIAGRAM)



USA

- local newspaper
- job boards at school
- contacting employers
- state employment agency

COMMON

- family & friends
- professional organizations
- Internet
- library

INTERNATIONAL

- overseas internship contacts
- Department of Defense
- International Specialists at Small Business Development Centers
- international employment agencies
- international employment guides

UNIT IV-2 TEST

A. List the similarities and differences in locating employment in our domestic economy and the international job market.

SIMILARITIES	DIFFERENCES

B. Complete the chart below which compares business factors of our free enterprise system and the economic systems of other countries.

FACTOR	CAPITALISM	SOCIALISM	COMMUNISM
private ownership			
profit			
competition			

C. Describe the ways in which three different factors would influence employment and entrepreneurship.

1. **Capitalism:**

2. **Socialism:**

3. **Communism:**

UNIT IV

Module 2: *International Opportunities*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1 & 2

Evaluated to the satisfaction of the teacher.

UNIT IV-2

ANSWERS TO UNIT TEST

A. Evaluated to the satisfaction of the teacher.

B. Refer to "Three Types of Economic Systems" on page IV-2-7.

C. Evaluated to the satisfaction of the teacher.

TEACHER PREPARATION

UNIT V

Module 1: *Personal Money Management*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (V-1-5, 6)	1 (V-1-8)
2 (V-1-9)	2 (V-1-10)
3 (V-1-13, 14, 15)	3 (V-1-11)
	4 (V-1-16)
	5 (V-1-17)

UNIT V-1 TEST (V-1-18, 19)

Make Transparencies of:

- TM 1 (V-1-7)
- TM 2 (V-1-12)

Additional Preparation:

- for INFORMATION SHEET 2 (V-1-9): *chalk and chalkboard*
- for ACTIVITY SHEET 5 (V-1-17): *student access to printed material, guest speakers, computer programs and/or on-line sources necessary to complete table*

UNIT V

Module 1: *Personal Money Management*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (V-1-5, 6): NEED FOR A BUDGET**

1. Lead the students in discussing why planning a budget is a good idea.
2. Have the students give examples of **wants** and **needs**.
3. Let the students discuss the differences between wants and needs and give examples from their own experiences on how wants and needs can vary from person to person.

NOTE

You may want to list the wants and needs of the students on the chalkboard to reinforce how they may differ.

4. Using student examples, show how it is often necessary to be flexible in life to fulfill wants and needs.
5. Discuss different ways money can be wasted and encourage students to illustrate ways they are wasteful or thrifty.
6. Use **TM 1 (V-1-7): SPENDING GOALS** to promote classroom discussion and have the students suggest reasons, in addition to those on the Information Sheet, for having a budget.
7. Discuss how individuals may or may not be comfortable in dealing with financial problems.
8. Complete **ACTIVITY SHEET 1 (V-1-8): PUTTING SPENDING GOALS IN ORDER OF IMPORTANCE.**

B. **INFORMATION SHEET 2 (V-1-9): PARTS OF A BUDGET**

1. Write the three parts of a budget (Income, Expenses, and Savings) on the chalkboard, leaving space after each topic. Have the students tell what they think should make up each part and the reasons for their opinions.
2. Have the students suggest some occupations that have fixed salaries and some with assumed wages.

3. Have the students tell if their jobs are compensated by fixed income or assumed income.

4. Complete **ACTIVITY SHEET 2 (V-1-10): SETTING PERSONAL BUDGET GOALS.**

5. Provide an example of a fixed expense and a flexible expense.

   EXAMPLE: A house payment is fixed; the cost of clothing is flexible.

6. Use **ACTIVITY SHEET 3 (V-1-11): FIXED AND FLEXIBLE INCOME** to promote class discussions.

7. Show **TM 2 (V-1-12): SAVINGS GOALS** in giving examples of different types of goals.

   EXAMPLE: Personal, occupational, or financial

8. Have the students discuss their ideas of short- and long-term savings goals.

C. **INFORMATION SHEET 3 (V-1-13, 14, 15): GUIDELINES FOR BUDGETING**

1. Discuss the fact that all budgets have basically the same format, regardless of size.

   EXAMPLE: The federal budget is larger but is basically the same as a personal budget.

2. Discuss with students the effect of inflation on a person's budget. Have the students give examples.

3. Remind students of the differences between fixed and flexible expenses.

4. Make a list of unexpected expenses, having the students add examples to the list.

5. Complete **ACTIVITY SHEET 4 (V-1-16): PLANNING YOUR OWN BUDGET.**

6. Complete **ACTIVITY SHEET 5 (V-1-17): MONEY MATTERS AND TRAINING.**

II. Unit V-1 Test (V-1-18, 19)

III. Answers to Activity Sheets and Unit V-1 Test (V-1-21, 22)

UNIT V
Module 1: *Personal Money Management*

INFORMATION SHEET 1: NEED FOR A BUDGET

I. Rules of Budgeting

A. Know the difference between wants and needs.

B. Put spending goals in order of importance to you.

NOTE This could be in the order of need, depending on income.

C. Set up some kind of savings goal.

NOTE It's important to try to set aside a part of your income, no matter how small, in order to get in the habit of saving.

D. Think about the future and plan ahead.

E. Be flexible (be able to change if necessary).

NOTE This may be necessary if income and expenses change.

II. Reasons for a Budget

A. To help stop wasteful spending habits.

NOTE You want to make your money go as far as you can.

B. To set goals for using money.

C. To live on the money actually made.

NOTE A standard of living is established.

D. To help you set and achieve long-range spending goals.

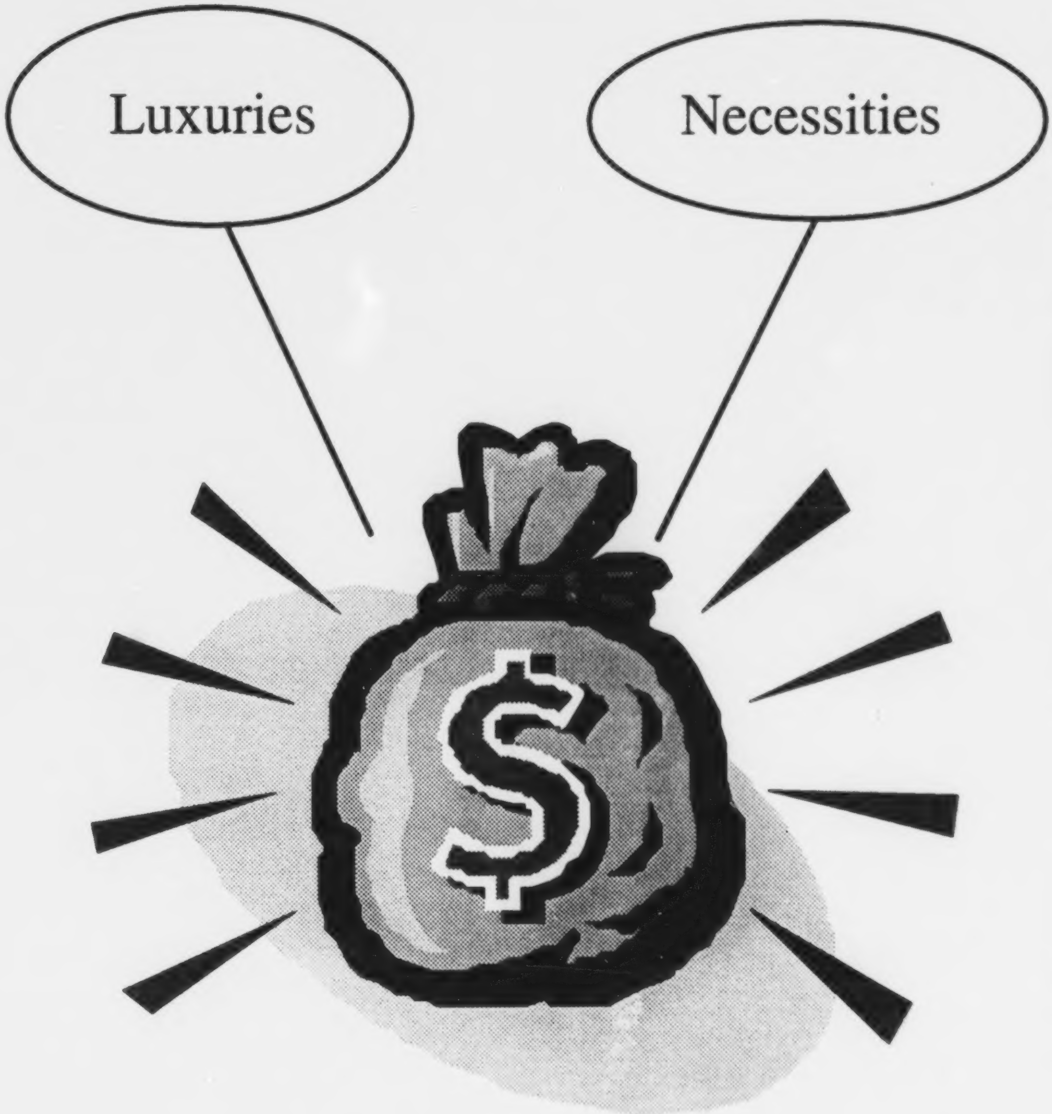
E. To learn to plan for "the present" (now) and "the future" (later).

NOTE

Helps you to know where you stand financially.

F. To help you be sure of yourself when dealing with money.

SPENDING GOALS


Luxuries
Necessities

TM 1

ACTIVITY SHEET 1: PUTTING SPENDING GOALS IN ORDER OF IMPORTANCE

DIRECTIONS: Jacob Vallejo was just hired at Wally's Electronic Warehouse. He will be bringing home close to $300.00 per month. Man! What he could do with all that money! Jacob's parents had other ideas, however. They told him that he must now pay all of his expenses. They said it would teach him responsibility. Jacob remembered his Career Investigation teacher's telling him that to keep a useful budget, one must put spending goals in order of importance. Jacob listed all of the possible expenses he could have each month, but he still could not figure out what his most important expenses were. See if you can help Jacob. Put the following expenses in order of importance:

_____ a. clothes

_____ b. school supplies

_____ c. savings for a new stereo

_____ d. lunches

_____ e. entertainment

_____ f. car payment

_____ g. gasoline

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INFORMATION SHEET 2: PARTS OF A BUDGET

I. Income

  A. Fixed salary

  B. Assumed wages (what you **think** you will have)

    1. Hourly wages

    2. Commission

    3. Piece-work or number of items produced

    EXAMPLE: You are paid a certain amount for each item made. An example might be a glove factory paying you so much money for the number of pairs of gloves your machine turns out.

    4. Self-employed

II. Expenses Can Be Classified As:

  A. Fixed (stay the same; must be paid at a specific time)

  B. Flexible (can be changed according to use, needs, wants, etc.)

  EXAMPLE: Water bill will go down if less water is used.

III. Savings Goals Can Be Classified As:

  A. Short-term

  EXAMPLE: Saving for something special like a piece of jewelry, clothing, or a weekend trip.

  B. Long-term

  EXAMPLE: Saving for a car, college, getting married, or a trip.

ACTIVITY SHEET 2: SETTING PERSONAL BUDGET GOALS

DIRECTIONS: List five of your goals for each area given below.

A. What are your purchasing goals for this year?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

B. What are your purchasing goals for the next five years?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

C. What things would you like to budget for in the next ten to twenty years?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

ACTIVITY SHEET 3: FIXED AND FLEXIBLE INCOME

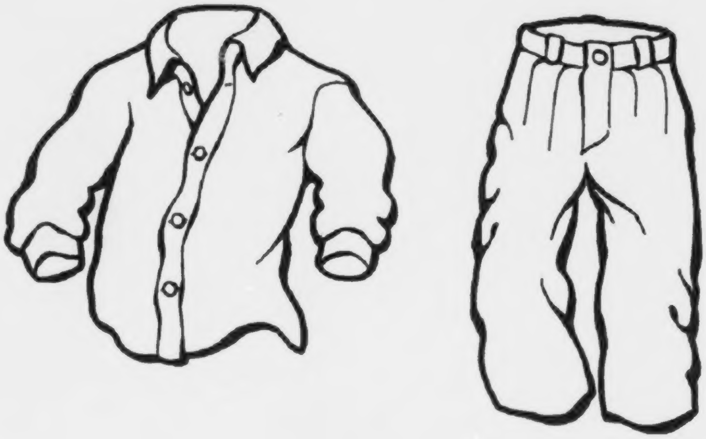
DIRECTIONS: Read through the following list of expenses and determine if they are fixed expenses or flexible expenses. Identify each by placing the correct number in the blank.

1 - fixed expense
2 - flexible expense

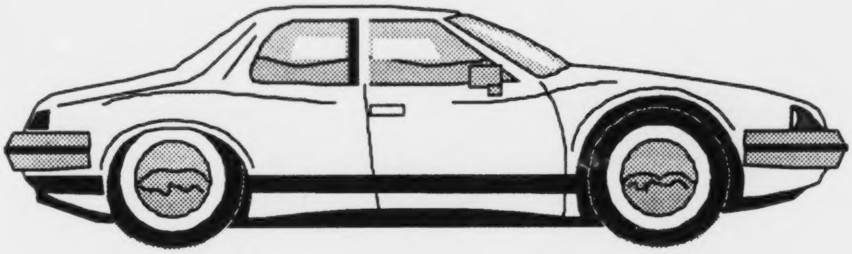
EXAMPLE: 1 House Payment
EXAMPLE: 2 Toothpaste

A. _____ Car payment
B. _____ Furniture polish
C. _____ Telephone bill
D. _____ Hand soap
E. _____ Rent
F. _____ Insurance
G. _____ Food
H. _____ Water bill
I. _____ Birthday present
J. _____ Laundry detergent
K. _____ Babysitter
L. _____ Charge card payment
M. _____ Dentist bill
N. _____ Library fine
O. _____ Dog food
P. _____ Electric bill
Q. _____ Movie tickets
R. _____ Shoes
S. _____ New sofa
T. _____ Gasoline

SAVINGS GOALS



SHORT TERM



LONG TERM

TM 2

INFORMATION SHEET 3: GUIDELINES FOR BUDGETING

I. Keep a Budget Simple

- A. Use an easy budget form.
- B. Do **not** put in a lot of details.

NOTE Make sure you can understand the form you use.

II. Plan a Budget So It Can Be Changed, If Necessary

- A. Allow plenty of space to "add on."
- B. Remember, the cost of living is very changeable.
- C. Allow for important items.

EXAMPLE: Keeping records and paying bills

III. Know Your Total Income

- A. Salary or wages; explain the difference between gross income and net income
- B. Interest from savings
- C. Payments from state or government agencies
- D. Allowances
- E. Tips
- F. Bonuses
- G. Other

NOTE Other income could be things such as the sale of personal property, money for chores, or gifts.

IV. Estimate What Your Total Expenses Will Include

A. Fixed expenses

1. Housing
2. Installment payments
3. Insurance
4. Taxes
5. Membership dues
6. Personal allowances

B. Flexible expenses

1. Food
2. Clothing
3. Transportation

NOTE Transportation does not apply to car or motorcycle payments. It covers the cost of gasoline, car repairs, bus fare, and other forms of transportation.

4. Recreation and entertainment
5. Medical Care

NOTE Some medical expenses will not be covered by group insurance.

EXAMPLE: Doctors' office calls, medications, and other medical expenses

6. Personal care

EXAMPLE: Barber or beauty shop, make-up, and other grooming items

7. Personal expenses

EXAMPLE: Magazines, books, etc.

8. Gifts

V. Adjust Spending to the Money That Will Be Available

  A. Know what you must have.

  B. Know what you can do without.

  C. Prepare for unexpected expenses.

VI. Follow the Correct Steps in Setting Up a Budget

  A. Estimate income

    1. Know the regular sources of income.

    2. Know the sources of income that might change from time to time.

    3. Know exactly how much money to count on for the week or month.

  B. Look at past spending habits (spending patterns)

    1. Use a spending pattern to help estimate future expenses.

    2. Decide what expenses must be included.

    3. Determine how much time is spent on each expense.

    4. Note how often bills have to be paid.

  C. Estimate expenses

    1. Look over the spending pattern.

    2. Use the information gained from reviewing the spending pattern to decide how much to allow for each item in the upcoming week or month.

NOTE Some items might change because of weather, time of year, etc.

ACTIVITY SHEET 4: PLANNING YOUR OWN BUDGET

DIRECTIONS: Consult newspapers, parents or other adult family members, teachers, or guest speakers to help gather the information needed to complete the following budget. This budget should reflect the financial resources you would like to have as an adult.

Expenses	Monthly	Per Year (Monthly X 12)
Rent		
Electricity		
Telephone		
Cable TV		
Food groceries meals eaten at restaurants		
Transportation car payment gasoline insurance car expenses (i.e., tires and oil)		
Entertainment movies tapes/CDs sporting events other		
Clothes cleaning purchase		
Medical insurance dentist visits doctor visits prescriptions		
Miscellaneous hair cuts beauty/hygiene items other		
Savings		
TOTAL		

ACTIVITY SHEET 5: MONEY MATTERS AND TRAINING

DIRECTIONS: Use information gained from printed material, guest speakers, computer programs, and/or on-line sources to complete the following table.

Job Titles	**Annual Salaries**
Jobs that do not require a high school diploma	
1. ______________________________	__________
2. ______________________________	__________
Jobs that require only a high school diploma	
1. ______________________________	__________
2. ______________________________	__________
Jobs that require an associate's degree or technical training	
1. ______________________________	__________
2. ______________________________	__________
Jobs that require a four-year degree	
1. ______________________________	__________
2. ______________________________	__________
Jobs that require an advanced degree	
1. ______________________________	__________
2. ______________________________	__________

Compare the above salaries to the budget you completed in Activity 4. Based on the budget you set, which jobs would best suit your needs?

______________________________ or ______________________________

UNIT V-1 TEST

A. Read the statements below. Put an "A" in the blank if it applies to the **rules** of budgeting and a "B" in the blank if it applies to **reasons** for using a budget.

_____ 1. Set up some type of savings goal.

_____ 2. A budget forces you to have goals for using money.

_____ 3. Be flexible.

_____ 4. Put your specific goals in order of importance to you.

_____ 5. A budget makes you live on the money you actually make.

_____ 6. A budget helps you to have confidence in yourself when dealing with financial problems.

_____ 7. Think about the future and plan ahead.

_____ 8. A budget helps locate wasteful spending habits.

_____ 9. Know the difference between wants and needs.

_____10. A budget helps you be sure of yourself when dealing with money.

B. List the following parts of a budget under the proper heading using the terms provided.

Fixed salary
Short-term savings goals
Long-term savings goals
Fixed expenses
Flexible expenses
Assumed wages

1. Income
   a. ______________________________
   b. ______________________________
2. Expenses
   a. ______________________________
   b. ______________________________
3. Savings goals
   a. ______________________________
   b. ______________________________

C. Choose the correct word or term to complete each statement by writing the correct answer in the blank.

1. Keep your budget ____________________.
simple hard up

2. Make sure your budget is ____________________.
in the red adjustable forgotten

3. Know total ____________________.
interest tips income

4. Housing would be a ____________________ expense.
fixed flexible cheap

5. Clothing would be a ____________________ expense.
fixed flexible high

6. Adjust spending to ____________________ available.
time merchandise money

D. Answer the following statements about budgets True or False by placing a "T" for True and an "F" for False in the space provided.

_____ 1. Knowing your total income can help you set up your budget.

_____ 2. Sources of income never change.

_____ 3. Your budget should be planned so that it can be changed.

_____ 4. Your spending pattern will help you figure future expenses.

_____ 5. You will not find out what expenses you have with a spending pattern.

_____ 6. You will see how often expenses have to be paid with a spending pattern.

_____ 7. Housing is a flexible expense.

_____ 8. Spending must be adjusted to the money available.

_____ 9. Transportation is a fixed expense.

UNIT V
Module 1: *Personal Money Management*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1
Discuss/evaluate together as a class. Some priorities may vary, but responsibility to important commitments should be stressed. Help students differentiate between luxuries (wants) and necessities (needs).

ACTIVITY SHEET 2
Answers will vary.

ACTIVITY SHEET 3

A.	1	K.	2
B.	2	L.	2
C.	2	M.	2
D.	2	N.	2
E.	1	O.	2
F.	1	P.	2
G.	2	Q.	2
H.	2	R.	2
I.	2	S.	2
J.	2	T.	2

ACTIVITY SHEETS 4 & 5
Answers will vary based on individual choices.

UNIT V-1
ANSWERS TO UNIT TEST

A.

1. A
2. B
3. A
4. A
5. B
6. B
7. A
8. B
9. A
10. B

B.

1. Income
   a. Fixed salary
   b. Assumed wages
2. Expenses
   a. Fixed expenses
   b. Flexible expenses
3. Savings Goals
   a. Short-term savings goals
   b. Long-term savings goals

C.

1. simple
2. adjustable
3. income
4. fixed
5. flexible
6. money

D.

1. T
2. F
3. T
4. T
5. F
6. T
7. F
8. T
9. F

TEACHER PREPARATION

UNIT VI
Module 1: *Setting Goals*

Copy One Per Student (if desired):

INFORMATION SHEETS:
1 (VI-1-7)
2 (VI-1-11, 12)

ACTIVITY SHEETS:
1 (VI-1-10)
2 (VI-1-13)
3 (VI-1-15)
4 (VI-1-16, 17)
5 (VI-1-18)
6 (VI-1-20)
7 (VI-1-21)

UNIT VI-1 TEST (VI-1-22, 23, 24)

Make Transparencies of:

- TM 1 (VI-1-8)
- TM 2 (VI-1-9)
- TM 3 (VI-1-14)
- TM 4 (VI-1-19)

UNIT VI
Module 1: *Setting Goals*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET I (VI-1-7): TERMS AND DEFINITIONS**

1. Discuss terms and definitions.

2. USE **TM 1 (VI-1-8): WHAT IS A GOAL**? and **TM 2 (VI-1-9): TWO TYPES OF GOALS** to reinforce the learning of the definitions.

NOTE

Recommend that students involve their parents/guardians in discussions about setting goals.

3. Use **ACTIVITY SHEET 1 (VI-1-10): UNSCRAMBLING TERMS** to reinforce this area of instruction.

B. **INFORMATION SHEET 2 (VI-1-11, 12): LEARNING ABOUT GOALS**

1. To help students differentiate between short- and long-range goals, have them complete **ACTIVITY SHEET 2 (VI-1-13): CAN YOU TELL THE DIFFERENCE**?

2. Discuss the importance of setting goals. Show **TM 3 (VI-1-14): GOALS GIVE YOU CONTROL RATHER THAN LEAVING THINGS TO CHANCE.**

3. So that students can better understand the steps in reaching goals:

   a. Lead a discussion by having one student state a goal and have the class state specific behaviors that must be accomplished before reaching the goal.

   b. Have students complete **ACTIVITY SHEET 3 (VI-1-15): BREAKING BOB'S GOAL INTO SPECIFIC BEHAVIORS.**

4. For students to begin thinking of planning their life goals, have them complete **ACTIVITY SHEET 4 (VI-1-16, 17): DREAMS CAN COME TRUE.** Because of the difference in the structure of this activity, read and complete the following directions:

   a. A tape or record of "soft" music should be played during this activity.

b. Give students the Activity Sheet and have them read the directions.

c. Explain that they are not to complete the activity until you give them instructions to do so.

d. Have the students close their eyes and listen carefully to your voice. Stress that there will be no talking.

e. Begin by telling them to imagine themselves fifteen years from now (pause 10 seconds).

f. "Imagine that it is Friday morning and your alarm is going off. You reach for it, turn it off, get out of bed, and begin to get ready for work." (pause 20 seconds).

g. "It is now time for you to go to work. How do you get to work? Do you drive? Walk? Take a bus?" (pause 20 seconds).

h. "What do you see as you travel to work? How far is it to your work place?" (pause 20 seconds).

i. "You are now at work. Imagine your work day. What does your place of work look like? Is it an office? Do you work outdoors? What is your job? Do you work alone or with others?" (pause 30 seconds).

j. "Your work day is coming to an end. What time of day is it? Are you tired? Did you enjoy your day?" (pause 20 seconds).

k. "It is now evening and you are home. Do you live alone? Do you have children? How are you spending your evening?" (pause 20 seconds).

l. "It is now Saturday morning. You wake up. What time of day is it? Imagine your day off. What are you doing? Are you enjoying yourself? Are you indoors or outdoors? Are you alone?" (pause 30 seconds).

m. Have the students slowly open their eyes. Without any discussion, have the students complete **ACTIVITY SHEET 4 (VI-1-16, 17): DREAMS CAN COME TRUE.**

n. When students have completed the Activity Sheet, have those students who are willing to share their answers do so.

o. Using their answers from **ACTIVITY SHEET 4** as a guide, have the students complete **ACTIVITY SHEET 5 (VI-1-18): PLANNING YOUR LIFE GOALS**.

p. Show **TM 4 (VI-1-19): THINGS TO REMEMBER!** to reinforce how to set goals that are achievable.

q. To help students assess their goals, have them complete:
(1) **ACTIVITY SHEET 6 (VI-1-20): RATING YOUR LIFE GOALS**
(2) **ACTIVITY SHEET 7 (VI-1-21): A GOAL ASSESSMENT**

r. Stress the fact that when setting career goals, the students should make sure they do not conflict with their personal goals.

II. Unit VI-1 Test (VI-1-22, 23, 24)

III. Answers to Activity Sheets and Unit VI-1 Test (VI-1-25, 26)

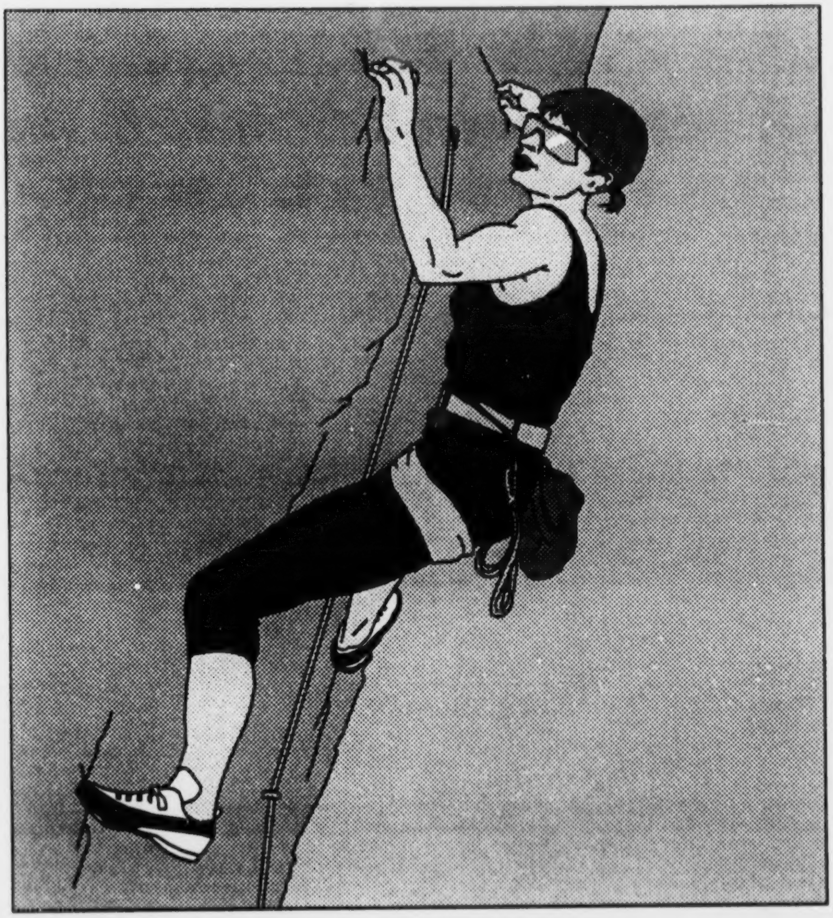
UNIT VI
Module 1: *Setting Goals*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

1.	**GOAL**	something you intend to do; the end that you strive for
2.	**LONG-RANGE GOAL**	something you intend to do which can be done in a time period ranging from one year through a lifetime
3.	**SHORT-RANGE GOAL**	something you intend to do which can be done in a time period of one year or less
4.	**SPECIFIC BEHAVIORS**	those things you can do to reach a goal
5.	**REALISTIC**	facing facts as they really are; those things that can be done

WHAT IS A GOAL?

A Goal is something you intend to do --the end that you strive for.



TM 1

TWO TYPES OF GOALS:

Short-range goal	Something you intend to do which can be done in a time period of one year or less.
Long-range goal	Something you intend to do which can be done in a time period ranging from one year through a lifetime.

TM 2

ACTIVITY SHEET 1: UNSCRAMBLING TERMS

DIRECTIONS: Unscramble the following words, using the five words in INFORMATION SHEET 1.

1. Something you intend to do which can be done in a time period of one year or less.

   trhos enarg loag ______________________

2. Something you intend to do; the end that you strive for.

   loga ________________

3. Something you intend to do which can be done in a time period ranging from one year through a lifetime.

   gnol enarg loga ________________________

4. Those things you can do to reach a goal.

   icfciesp ehbvaoirs ______________________

5. Facing facts as they really are; those things that can be done.

   arlesiitc ____________________

INFORMATION SHEET 2: LEARNING ABOUT GOALS

I. What Is a Goal?

- A. A goal is something that you intend to do.
- B. It may be a need, want, or desire that you have.

II. There Can Be Two Types of Goals

- A. Short-range goals
- B. Long-range goals

III. Reasons for Setting Goals

- A. Clarifies your needs, wants, and desires
- B. Gives you control, rather than leaving the things that happen to you to chance
- C. Gives your life direction
- D. Gives you something to look forward to
- E. Helps you plan your career and personal life

IV. Steps for Reaching Goals

- A. Decide what it is that you want, need, or desire.
- B. Think of what you want in terms of specific behaviors.
  EXAMPLE: I want to be the first person to live on the moon for a year.
- C. State your goal by using action verbs.
- D. Think of those things you can do to help you reach the goal you set (specific behaviors).
- E. Arrange the specific behaviors needed to reach your goal into the order in which they need to be completed.
- F. Assign a reasonable time for the goal to be reached.
- G. Decide whether your goal was reached as you planned it to be.

V. Things to Remember about Setting Goals

- A. Setting goals that are unreachable will only make you lose your motivation for reaching other goals.
  EXAMPLE: A six-year old boy stating that he will be a multi-millionaire by the time he is eight.
- B. Setting too many goals may make you confused.
- C. Set realistic limits for achieving goals.
- D. Revise and update your goals as your needs, wants, and desires change.

VI. Setting Career Goals

A. For a happier life, your career goals should be matched to the personal goals you have set.

1. You should know what type of lifestyle you want.
   a. Where you want to live
   b. The amount of money you wish to have for both wants and needs
   c. The amount of hours you want to have for leisure

EXAMPLE: Theresa's personal goal is to spend as much time as possible with her family; her career goal is to be a doctor. Knowing what you do about the hours a doctor works, would Theresa's personal and career goals match?

2. You should know if lasting relationships are important to you.

EXAMPLE: A career that requires you to move often will have an effect on your friendships, even though you may make new friends.

B. Your career goals should be realistic.

EXAMPLE: Pretend that you are a counselor at Big C High School. Joe Brown tells you that he wants to be a physician. He has taken all the science and health classes Big C High School has to offer. Although Joe has done his best in his classes, he has not made any grade higher than a C. Would you advise Joe to become a physician?

ACTIVITY SHEET 2: CAN YOU TELL THE DIFFERENCE?

DIRECTIONS: After reading each goal statement, circle S if it is a short-range goal, or L if it is a long-range goal.

S L 1. In ten years, I will have finished my education and will be working as a computer technician.

S L 2. I will clean my room Saturday morning.

S L 3. In next Friday night's game, I will rush 75 yards.

S L 4. By the end of the semester, I will have raised my grade in English to an A.

S L 5. I will save $1,000 by the time I finish high school.

S L 6. I will not chew gum in any of my classes this semester.

S L 7. I will put $5 in the bank each week so that I can go to the concert next month.

S L 8. By age 55, I will retire.

S L 9. Next year, I will take metal trades so that I can become a welder.

S L 10. I will attend school every day so that I can obtain a perfect attendance certificate.

S L 11. I will practice gymnastics two hours each night so I will be able to make the team next month.

S L 12. By the end of the month, I will have lost 10 pounds.

S L 13. Tomorrow, I will say three positive things to my friends.

S L 14. I will go to Texas A&M so that I can become a veterinarian.

S L 15. In order to have my research paper completed by next week, I will write three pages each day.

S L 16. After retiring from the military service at age 40, I will sell real estate.

S L 17. For a week, I will not talk about other people or waste time gossiping.

S L 18. I will take typing next semester and learn to type 30 words per minute.

S L 19. By the end of this semester, I will learn to use the computers our school has just purchased.

S L 20. I will be married before I am 30.

GOALS GIVE YOU CONTROL RATHER THAN LEAVING THINGS TO CHANCE

Chance . . .

Control . . .

TM 3

ACTIVITY SHEET 3: BREAKING BOB'S GOAL INTO SPECIFIC BEHAVIORS

Bob is really excited! The dance of the year is scheduled for next Friday night at 7:00 p.m. The Student Council, who is sponsoring the dance, has arranged for a live band to provide the music--Bo Gorge, no less.

Bob's goal could be stated as, "I will go to the dance next Friday night at 7:00 p.m."

In order for Bob to reach this goal, he must complete the steps necessary. These steps are called specific behaviors:

1. For Bob to attend the dance, he must ask and receive his parents' permission to attend and to use their car.
2. For Bob to use their car, he knows that he will have to supply the gasoline. (By the way, Bob just blew his last month's paycheck on a new stereo.)
3. For Bob to receive permission to attend the dance and to use their car, he knows that they will expect him to do his weekly chores, clean the garage this weekend (he has been putting it off for months), and wash the car. What slave drivers!
4. Bob knows that it costs about $25.00 to fill his parents' car with gasoline, so he knows that he must come up with at least that much money before going to the dance.
5. Suppose that Bob heard about the dance on Friday—and he set his goal of attending the dance the same day. That gives him only seven days to accomplish his specific behaviors.

DIRECTIONS: Can you help Bob reach his goal of going to the dance? Set Bob a schedule with dates and what he will be doing. An example has been done for you. (Remember that Bob must make at least $25.00—you will have to think of a way to help him do this.)

1. Friday—set goal
2. Saturday—clean garage

ACTIVITY SHEET 4: DREAMS CAN COME TRUE

DIRECTIONS: Yes, daydreaming can help you set goals. Do you ever imagine what your life will be like in 10 or 20 years? This activity is based on daydreams. You must, however, follow your teacher's instructions closely. Do not begin until your teacher tells you what to do. Good luck on your daydream adventure.

1. In what kind of place were you living (apartment, wood or brick home, condominium, etc.)?

2. What did your home look like?

3. What kind of clothes were you wearing?

4. Did you live in a rural area, small city, or a large city?

5. Did you have any children? If so, how many?

6. If you were married, what did your husband/wife look like?

7. What kind of transportation did you use to get to work (car, motorcycle, etc.)? Describe what it looked like.

8. Where were you working (office, outdoors, at home, etc.)?

9. What was your career? What did your job consist of?

10. How did you spend your day off?

11. Were you happy with your life? Why or why not?

12. Was your life as you thought it would be? Why or why not?

ACTIVITY SHEET 5: PLANNING YOUR LIFE GOALS

DIRECTIONS: By stating your goals for the future, you will begin to develop ideas concerning your career plans. By having your goals clearly in mind, you can decide how important each of these goals is to you. By setting goals, you also begin to plan steps for achieving them. Write your own goals for each of the following categories:

A. **Work Goals**—What kind of work do you want to do? Name specific career areas or names of occupations.

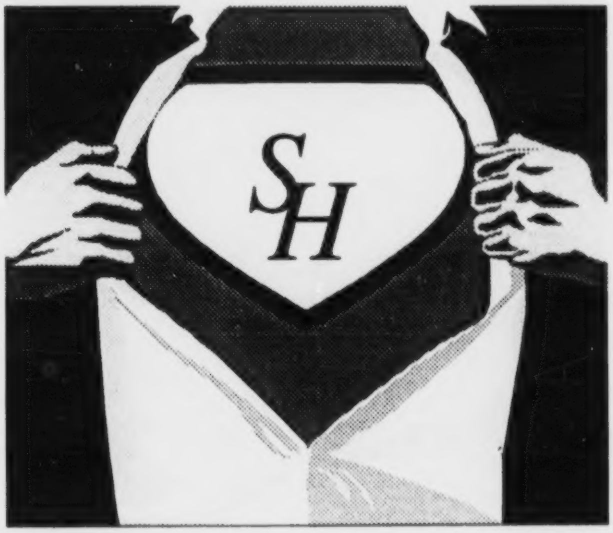
B. **Personal Relationship Goals**—What kind of relationships do you want with your friends, parents, co-workers, and others? For example, do you want to be married, to have children? How many close friends do you want?

C. **Non-Work Goals**—What types of free time activities do you want to pursue? What interests do you want to develop? What kinds of vacations do you want to take?

D. **Learning Goals**—What would you like to know more about? What skills do you want to develop?

THINGS TO REMEMBER!

- ✗ Setting goals that are unreachable will only make you lose your motivation for reaching other goals.
- ✗ Setting too many goals may make you confused.
- ✗ Set realistic limits for achieving goals.
- ✗ Revise and update your goals as your needs, wants, and desires change.



"Don't try to be SUPER-human!"

TM 4

ACTIVITY SHEET 6: RATING YOUR LIFE GOALS

DIRECTIONS: This activity will have you compare your goals so that you can become aware of conflicts which may exist. On another sheet of paper make a chart with the following divisions:

GOALS	DIFFICULTY

Rank in order, those goals completed in ACTIVITY SHEET 5. The most important would be #1 on your chart.

Now that you have finished writing your goals in the order of their importance to you, go back and rate the DIFFICULTY of achieving each of your goals according to the following scale:

3—I will have to work very hard to reach this goal.
2—I can reach this goal if I work at it.
1—I can reach this goal fairly easily.

1. Below your chart explain briefly why some of your goals conflict.

2. Share some of your goal conflicts. Others may make suggestions about how the conflicts can be resolved. Some guidelines which you may consider are:

   Which of the conflicting goals is most important?

   Which of the conflicting goals will be more difficult to achieve?

   Can one of the conflicting goals be changed to reduce the conflict?

   What can you do now to move toward your goals?

   Who can help you?

ACTIVITY SHEET 7: A GOAL ASSESSMENT

DIRECTIONS: This activity's purpose is to help you re-examine the goals that you set in ACTIVITY SHEET 5.

To help you re-examine your goals that you set in ACTIVITY SHEET 5, follow these directions:

Look at each goal that you wrote, then answer the following questions:

1. Is each goal specific enough to permit planning for how it will be met?

2. Do your career and personal goals match? If not, which one are you willing to change, or can you live with the difference?

3. Is each goal realistic? Can this goal be reached in the time period that you wish?

4. Do your goals conflict with each other? If so, how?

5. Can the conflicts be solved?

If your goals require changes after answering the above questions, write your revised goals at the bottom of this page.

UNIT VI-1 TEST

A. Using the following words, fill in the blanks below.

long-range goal **short-range goal**

goal **realistic**

specific behaviors

1. Bill wants to be a doctor. This is an example of a(n) ________________________.
2. In ten years, Tammy will have finished her education and training and will be working as a court reporter. This is an example of what type of goal? ________________________
3. Jose has decided that he will make an A in English on his next six weeks' report card. This is an example of what type of goal?________________________
4. Brandy has always made straight A's in her classes. Her goal is to graduate in the top ten percent of her class. This is an example of what type of goal?________________________
5. Whitney wants to go to the dance Saturday night. She knows that she must ask her parents' permission to attend, she must buy a new dress, and she must arrange for some one to take her to the dance. These things that must be accomplished in order for Whitney to reach her goal are called ________________________.

B. Answer the following statements True or False by placing a "T" for True or an "F" for False in the space at the left.

___1. The first step in reaching your goals is to decide what you want, need, or desire.

___2. One reason for setting goals is to give you direction in life, rather than leaving everything to chance.

___3. Setting goals that are unreachable will not make you lose motivation for reaching other goals in the future.

___4. You can never set too many goals.

___5. You should state your goals by using action verbs.

___6. You should think of specific behaviors you can do to help you achieve your goals.

___7. Once you set goals, you should not revise or update them.

___8. A reasonable time for the goal to be reached should be assigned.

___9. Career goals do not need to match your personal goals as they are two separate parts of your life.

___10. You should know what type of lifestyle you want in order to match personal and career goals.

C. State three short-range goals that you have set for yourself.

1.

2.

3.

D. State two long-range goals that you have set for yourself.

1.

2.

E. Explain why personal goals should be matched to career choices for a happier life.

UNIT VI

Module 1: *Setting Goals*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. short-range goal
2. goal
3. long-range goal
4. specific behaviors
5. realistic

ACTIVITY SHEET 2

1. L
2. S
3. S
4. S
5. L
6. S
7. S
8. L
9. L
10. S
11. S
12. S
13. S
14. L
15. S
16. L
17. S
18. S
19. S
20. L

ACTIVITY SHEET 3

Evaluated to the satisfaction of the teacher; be sure students include provisions for Bob to earn at least $25.00, wash the car, do his weekly chores, and ask his parents' permission to go to the dance.

ACTIVITY SHEETS 4-7

Evaluated to the satisfaction of the teacher.

UNIT VI-1

ANSWERS TO UNIT TEST

A.

1. goal
2. long-range goal
3. short-range goal
4. realistic
5. specific behaviors

B.

1. T
2. T
3. F
4. F
5. T
6. T
7. F
8. T
9. F
10. T

C-E. Evaluated to the satisfaction of the teacher.

TEACHER PREPARATION

UNIT VI
Module 2: *Decision Making*

Copy One Per Student (If desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:	
1 (VI-2-7)	1 (VI-2-9)	8 (VI-2-30, 31, 32)
2 (VI-2-10, 11)	2 (VI-2-13)	9 (VI-2-33, 34)
3 (VI-2-21, 22)	3 (VI-2-15)	10 (VI-2-35, 36)
	4 (VI-2-17)	11 (VI-2-37)
	5 (VI-2-18)	12 (VI-2-38)
	6 (VI-2-19)	13 (VI-2-39)
	7 (VI-2-29)	

UNIT VI-2 TEST (VI-2-40, 41, 42)

Make Transparencies of:

- TM 1 (VI-2-8)
- TM 2 (VI-2-12)
- TM 3 (VI-2-14)
- TM 4 (VI-2-16)
- TM 5 (VI-2-20)
- TM 6 (VI-2-23)
- TM 7 (VI-2-24)
- TM 8 (VI-2-25)
- TM 9 (VI-2-26)
- TM 10 (VI-2-27)
- TM 11 (VI-2-28)

UNIT VI
Module 2: *Decision Making*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (VI-2-7): TERMS AND DEFINITIONS**

1. Go over the terms and definitions with the students.

2. Use **TM 1 (VI-2-8): DECISION MAKING IS . . .** to reinforce the definition of the term **decision making**.

3. Have the students complete **ACTIVITY SHEET 1 (VI-2-9): DECISION MAKING WORD FIND** to reinforce this area of instruction.

B. **INFORMATION SHEET 2 (VI-2-10, 11): DECISION MAKING–IT CAN HELP YOU SOLVE YOUR PROBLEMS**

1. Reinforce the fact that decision making must be practiced to be learned by showing **TM 2 (VI-2-12): DECISION MAKING MUST BE PRACTICED TO BE LEARNED.**

2. Have students complete **ACTIVITY SHEET 2 (VI-2-13): RATING YOUR PROBLEM-SOLVING SKILLS** so that they may understand their knowledge of the decision-making process prior to completing this unit. Have students check their own papers during class discussion. Use the responses on the Teacher Answer Sheet to help guide the discussion.

NOTE

> This activity may also be used as a post-test measure of the mastery of the objectives of this unit.

3. Ask students if they have thought of soliciting input from others in making decisions.

4. Ask for their opinion of doing so.

5. To reinforce that input from others is helpful in making decisions, show **TM 3 (VI-2-14): OTHERS CAN HELP YOU MAKE DECISIONS.**

6. Have students complete **ACTIVITY SHEET 3 (VI-2-15): OTHERS CAN HELP** so that they will understand that others can often think of solutions to problems that they may never have considered.

7. To reinforce the fact that every decision contains an element of risk, have the students view **TM 4 (VI-2-16): EVERY DECISION YOU MAKE CAN BE RISKY.**

8. Explain that people handle risk in different ways; to prove this point, have the students complete **ACTIVITY SHEET 4 (VI-2-17): HOW DO YOU HANDLE RISK?**

9. Tell students that making decisions is not something new that they will be learning; they have already made several decisions today; i.e., what to wear to school, what they had or will have for lunch, which route to take to come to your room, etc.

10. So that students will understand that they are already making decisions, have them complete **ACTIVITY SHEET 5 (VI-2-18): DECISIONS--YOU MAKE THEM ALL THE TIME.**

11. Make sure that students understand that learning the decision-making process will not assure them of making the best decision every time, but that it does reduce considerably the chances of making the wrong decision.

12. Explain that most people make decisions based on emotions, rather than thinking them out and considering the consequences.

13. Have students cite examples of decisions they have made based on anger, jealousy, fear of rejection, etc. and the consequences of doing so.

14. Have students complete **ACTIVITY SHEET 6 (VI-2-19): DECISIONS--ARE THEY MADE BECAUSE OF EMOTION OR LOGIC?** so that students can receive practice in differentiating between the two.

15. Explain to the students that most of the decisions that they have made up to now most likely will not have a long-lasting effect on their lives, but that soon very important decisions must be made concerning the courses they will take in high school, the careers they wish to pursue, and the education and/or training that will best prepare them for their careers.

16. Show **TM 5 (VI-2-20): IMPORTANT DECISIONS WILL NEED TO BE MADE SOON** to reinforce this fact.

17. Stress the fact that decisions made concerning their futures must be made only after careful thought and planning and must not be made based on emotions.

C. **INFORMATION SHEET 3 (VI-2-21, 22): STEPS FOR MAKING A DECISION**

1. Go over the Information Sheet with the students.

2. Show **TM 6 (VI-2-23): STEPS TO DECISION MAKING** to reinforce this area of instruction.

3. Use the series of transparencies: **TMs-7, 8, 9, 10, and 11 (VI-2-24, 25, 26, 27, 28)** to clarify the decision-making process; have students follow the steps as they are presented in the Information Sheet as you show and discuss the transparencies.

4. So that students may receive practice in stating problems, have them complete **ACTIVITY SHEET 7 (VI-2-29): WHAT IS RHONDA'S PROBLEM?**

5. So that students will understand the importance of gathering information related to a problem before making a decision, have them complete **ACTIVITY SHEET 8 (VI-2-30, 31, 32): RECOGNIZING THE IMPORTANCE OF GATHERING INFORMATION.**

6. To give students practice in both brainstorming solutions and in evaluating the solutions, have them complete **ACTIVITY SHEET 9 (VI-2-33, 34): HELP RHONDA SOLVE HER PROBLEM.**

7. **ACTIVITY SHEET 10 (VI-2-35, 36): HELPING ALICIA MAKE A DECISION** helps students to evaluate possible solutions to problems. The degree of difficulty of this activity is greater than the others; therefore, many students may be unable to complete this activity successfully. It is included in this unit for use by students who have developed a high level of cognitive reasoning.

8. To give students application in making decisions concerning educational planning, have students complete **ACTIVITY SHEET 11 (VI-2-37): ANN AND BECKY** and **ACTIVITY SHEET 12 (VI-2-38): JOHN'S PROBLEM.**

9. So that students can show that they understand the decision-making process and that they can apply this process to making decisions concerning their personal and/or career problems, have them complete **ACTIVITY SHEET 13 (VI-2-39): MAKING MY OWN DECISIONS.**

II. Unit VI-2 Test (VI-2-40, 41, 42)

III. Answers to Activity Sheets and Unit VI-2 Test (VI-2-43, 44, 45, 46)

UNIT VI
Module 2: *Decision Making*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

1.	**BRAINSTORM**	thinking of all possible solutions to a problem
2.	**CONFLICT**	a clash or sharp disagreement, as of interests or ideas
3.	**DECISION MAKING**	the process of finding a way to solve a problem
4.	**EMOTIONS**	any particular feelings, such as love, hate, joy, fear, jealousy; used in a way in which you react to something without careful thinking
5.	**EVALUATION**	to find or try to find the value or worth of something
6.	**LOGIC**	sound thinking
7.	**MATURITY**	the condition of being fully grown
8.	**MINIMAL**	smallest or least possible
9.	**PRESTIGE**	fame or respect that comes from doing great things; having good character, wealth, success, etc.
10.	**STRATEGY**	a careful plan or method used to reach a goal

TM 1

DECISION MAKING IS . . .

the process of finding a way to solve a problem.

ACTIVITY SHEET 1: DECISION MAKING WORD FIND

DIRECTIONS: Complete the sentence using one of the following words and then locate the word in the Word Find by drawing a line through the word.

Strategy
Evaluation
Brainstorm
Logic
Decision
Minimal
Prestige
Emotions
Conflict
Maturity

```
A B D T R G I O P W E R Q U E O T V K L
V B E D T Y O M B H J S E Q I N X S Z O
D E P R E S T I G E I O T E B J W B W P
T Y O P V W B I O M Q P I M E F V R U C
W A B H A P C V B O X V F T W I N A N S
Q I O D L Z H I E T W I H O E N G I S R
H J K O U S T R M I N I M A L E W N O T
X B G I A F O B X O P L K M E O U S C V
K O P L T W E N V N K T Y I N K E T B N
G I B O I M D I D S T R A T E G Y O D O
E W Q I O C B H G S N E I O U D R R W I
D O C U N S K I G O T K E L D M B M D P
D I B O K R I G I B H E T I U A E Y I B
G I O J N E D S U P E V B M W T E I O N
D G I B L F I D T Y I O P M D U W R I T
C X Y Z G C L O G I C T O M G R X H P E
K I H G E R E I S I G F W A D I B C V W
R I G D W O I U C R O Y T X V T H D I C
W O U Y E V B G T T W I O T O Y E B I U
D S I O U N C B H G I D E S I U H Y U M
```

1. To __________________ something is to think of all possible solutions to the problem.

2. The smallest or least possible is the __________________________.

3. A ______________________ is a clash or sharp disagreement, as of interests or ideas.

4. Sound thinking is __________________________.

5. ______________________________ are any particular feelings, such as love, hate, joy, fear, jealousy; used in a way in which you react to something without careful thinking.

6. Fame or respect that comes from doing great things; having good character, wealth, success, etc. is ____.

7. The process of finding a way to solve a problem is ______________________ making.

8. ____________________________ is the condition of being fully grown.

9. ____________________________ is a careful plan or method used to reach a goal.

10. ________________________ is to find or try to find the value or worth of something.

INFORMATION SHEET 2: DECISION MAKING--IT CAN HELP YOU SOLVE YOUR PROBLEMS

I. What Is Decision Making?

A. It is the process of finding a way to solve a problem.

B. Careful decision making can be used to help you reach your goals.

II. Facts about Decision Making

A. The process of decision making can be taught, but it must be practiced to be learned.

B. Few decisions need to be made by you alone—input from other sources is always helpful.

1. Check books and other printed materials for answers to problems that are similar to yours.
2. Ask your parents for advice.
3. Ask your teachers for their advice.
4. Ask your counselor for input.
5. Ask your friends what they would do if they were faced with your problem.

C. Every decision contains risk—there is no guarantee that it is the "right" one.

D. Few decisions are either good or bad; some will come nearer to solving your problems than others.

E. You have already made several decisions today.

III. Why You Need to Learn the Decision-Making Process

A. Learning the decision-making process does not erase the degree of risk, but it does reduce the chance of making a decision that will not solve your problem.

B. Most decisions are made based on **emotions**, rather than **thought**.

C. You can take control of your life—rather than letting your problems solve themselves.

D. You can build your self-confidence by knowing you have thought of several possible ways to solve your problems and have chosen the one you felt was best.

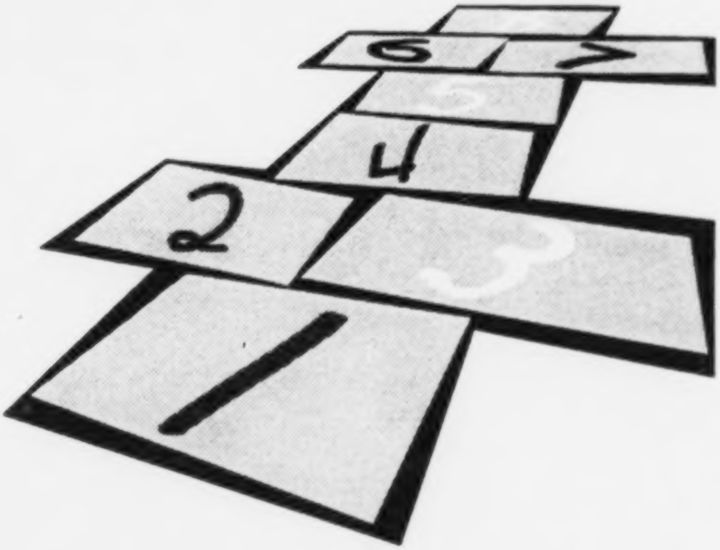
NOTE Most people do not want to make decisions because they fear failure and/or change.

E. The key measure of maturity is the ability to make decisions and accept the outcome, good or bad, without shifting the blame to others.

F. Decisions that will affect your life in an important way must be made very soon.

1. You will have to decide what courses to take in high school.
2. You will need to make decisions about what career to pursue and what type of education/training will best prepare you for it.

DECISION MAKING MUST BE PRACTICED TO BE LEARNED



TM 2

ACTIVITY SHEET 2: RATING YOUR PROBLEM-SOLVING SKILLS

DIRECTIONS: This quiz will help you rate your problem-solving skills. Read each sentence and then circle either "T" (true) or "F" (false). Remember to be honest with yourself!

T F 1. The ability to solve problems is something you are born with; you either have it or you don't.

T F 2. Every problem has one good solution.

T F 3. When solving a problem, I usually try my first idea.

T F 4. The best approach to a problem is to put it in the form of a question.

T F 5. One thing that can make a problem more difficult to solve is not understanding the problem.

T F 6. It is usually a good idea to try to solve a problem as quickly as possible.

T F 7. Solving problems involves mostly trial and error.

T F 8. When solving a problem, I usually try to think of all the ideas I can before choosing one.

T F 9. Once you figure out a solution to a problem, you are finished solving your problem.

T F 10. When I have a difficult problem to solve, I like to get other people's ideas before making a decision.

T F 11. When I have a problem, I try to find out as much as I can about the problem before trying to solve it.

T F 12. If a person stops thinking about a problem for a while, the mind keeps on working on the problem.

T F 13. When I try to solve a problem, I am often surprised at the results of the solution I chose.

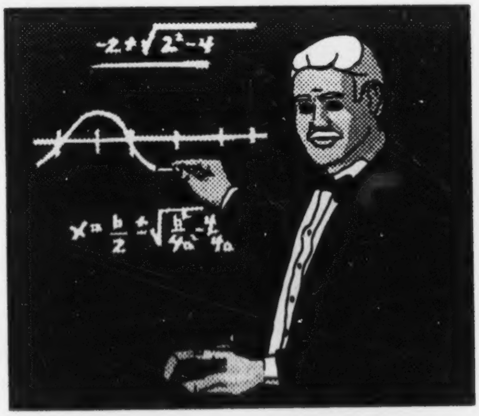
T F 14. When trying to solve a problem, I try to make all my ideas as practical as possible.

T F 15. When solving a problem, I usually try to figure out what the results of my solution will be.

OTHERS CAN HELP YOU MAKE DECISIONS . . .

Counselors

Parents



Teachers

TM 3

ACTIVITY SHEET 3: OTHERS CAN HELP

DIRECTIONS: The purpose of this activity is to prove how helpful others' ideas can be in solving problems and making decisions.

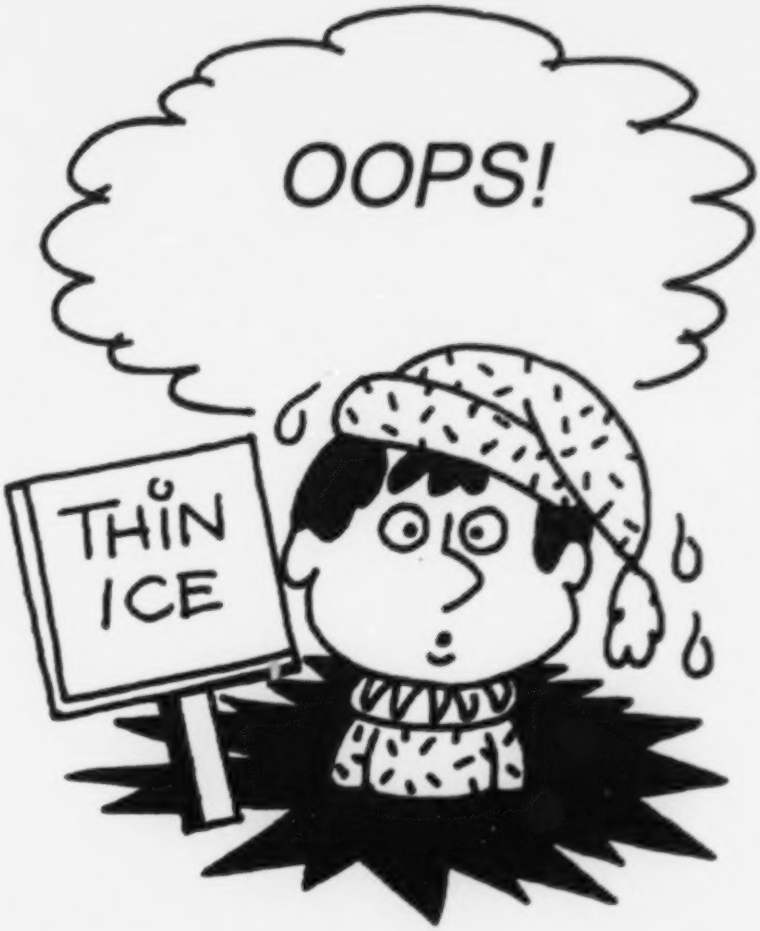
Facilitator

The group is arranged in a circle format. Two chairs are placed near the center, facing each other. The teacher names one chair a boy's name and the other chair a girl's name. Neither should be the name of a member of the class. Then the class is subdivided into boys and girls, the boys grouping around the boys' chair and the girls grouping around the girls' chair, or half of the class around each chair. Each of the subgroups may be further divided if they are still too large to work as one group.

The group around the boys' chair brainstorms for five minutes all the decisions that a boy of their own age, as represented by the chair, might have to make during the next year of his life. The group around the girls' chair brainstorms decisions that a girl their own age, represented by the girl chair, might have to make during the next year.

After brainstorming, the girls' list is read aloud to the whole class; the boys' group is asked to listen very carefully so that they may add any ideas that the girls' group missed. After the list has been read, any immediate suggestions for decisions are solicited from the boys' group and these are added to the girls' list. This process is repeated for the boys' list.

EVERY DECISION YOU MAKE *CAN BE RISKY*



TM 4

ACTIVITY SHEET 4: HOW DO YOU HANDLE RISK?

DIRECTIONS: Yes, all decisions are risky. You take a chance every time you make a decision that is the best one for you. People handle risks in different ways. Some completely avoid risks, some put off being put in positions where risk is involved, some face risk and hope for the best, and others face risk and try to do away with it. How do you react to a situation where risk is involved? This activity puts you in a situation where you must face risk. You will not be asked to share your conflict with the class. However, you will be asked to share some of your thoughts about how you decide to handle the risk.

Facilitator

Ask the group to close their eyes. Introduce the activity by reading the situation below. Pause frequently to allow participants to think through the story.

> *You are walking down the hall. You see a student walking toward you . . . as the student comes nearer, you realize that he/she is the one who has been spreading terrible rumors about you and your family . . . Become aware of how you feel inside . . . Now you know that you must decide quickly what to do. As the student comes closer, several possibilities flash through your mind . . . Decide right now what you will do . . . Now, see yourself doing what you decided . . . It is over now. The person is gone. Again, become aware of how you feel inside . . . Are you satisfied with your action?*

Ask the class the following questions about their stories. Ask for volunteers to share information about how they handled the conflict.

In your story. . .
How did you feel? What ideas flashed through your mind?

What did you decide to do? How did you feel afterwards?

Do you like the way you acted? Why or why not?

How do you feel when you know you are approaching a risky situation (angry, afraid, tense, nervous, etc.)?

What ideas did you have for dealing with the student (avoid the student, ignore the student, give the student a dirty look, act as if nothing is wrong, talk about the problem, punch the student, etc.)?

What did you decide to do when faced with conflict? Is this how you usually deal with conflict? Were you satisfied that you did the best or right thing? How do you feel about your action?

ACTIVITY SHEET 5: DECISIONS--YOU MAKE THEM ALL THE TIME

DIRECTIONS: Making decisions is not something new. You make them every day. Most of the time you do it without thinking. That's why learning a decision-making process helps you narrow your choices to the best one. Think back over the past week and list five problems you have faced and the decisions you made.

	PROBLEM	DECISION
1.		
2.		
3.		
4.		
5.		

ACTIVITY SHEET 6: DECISIONS--ARE THEY MADE BECAUSE OF EMOTION OR LOGIC?

DIRECTIONS: Most decisions are made based on emotions or feelings, and the outcome of the decision is never considered. The following students have made decisions. Some were made based on emotions, some logic. If their decisions were made based on emotion, circle the heart. If the decisions were made based on logic, circle the pi symbol .

♡ π 1. Sam is buying a new pair of jeans for the football game because he does not have a pair of Jordache jeans like his friends will be wearing to the game.

♡ π 2. Pat wants to be a carpenter, but is not taking shop because Mr. Zukowski, the shop teacher, is strict.

♡ π 3. All the good-looking boys take general mechanics. Susan has decided she will enroll in the class next semester.

♡ π 4. Elaine saw her boyfriend talking to a group of girls. When he calls tonight, she is going to have her mother tell him she is not home.

♡ π 5. Mr. Munson gave Gene a low grade on a theme. Gene has decided not to write the next theme assignment.

♡ π 6. Alex has taken a part-time job on the weekends and has spoken with his girlfriend, encouraging her to date other boys, because he will be working and he doesn't want her to sit home all weekend.

♡ π 7. David has had a German shepherd dog for three years and is very attached to the pet. When his parents got a divorce, David moved to an apartment to live with his Mom. His dog has been sick and the vet said it was due to the dog's being kept inside so much. David has made arrangements for another family who has a farm to take his dog.

♡ π 8. Joan has put off doing her term notebook until the night before it is due. She has decided to talk with her teacher and admit she did not complete the assignment because of poor planning.

♡ π 9. Linda has decided to drop her Spanish class because Ms. Garcia does not allow students to chew gum.

♡ π 10. A very bad thunderstorm has been predicted for the afternoon. James has canceled his swimming date with Fran.

IMPORTANT DECISIONS WILL NEED TO BE MADE SOON . . .

Courses in High School . . .

Career, Education, and Training . . .

TM 5

INFORMATION SHEET 3: STEPS FOR MAKING A DECISION

I. State the problem or the decision that must be made.

  A. Identify the result you would like to have.

  B. Describe the problem in a way that others could clearly understand.

  C. Gather any information that relates to the problem.

II. "Brainstorm" possible solutions to the problem.

  A. Do not reject any solutions at this point, no matter how extreme they may seem.

  B. Use action verbs to describe the solutions.

III. Evaluate each possible solution.

  A. Ask these questions:

    1. What is the result likely to be if I choose this solution?

      a. Will it take care of the problem now or sometime in the near future?

      b. Will it create other problems that will need solving?

      c. Is it easier to do than the others I thought of?

    2. Will it be the best possible solution of those I thought of?

  B. To make it easier to evaluate each solution, you may want to list each solution and its good and bad points.

IV. Choose the best solution and act on it.

NOTE Many problems go unsolved and continue to nag because this step is left out.

  A. The solution you choose should be the one that both solves your problem and causes the least conflict.

  B. Commit yourself to a date and/or time to try the solution.

V. Follow-up the decision you make.

   A. The decision you make is not final until:

      1. The problem is solved.

      2. The problem has changed.

      3. The problem is no longer a problem.

   B. If the decision does not solve the problem in the way you wish, repeat each step beginning with stating the problem.

STEPS TO DECISION MAKING:

5. Follow-up the decision.

4. Choose the best solution and do it!

3. Evaluate each solution.

2. Brainstorm possible solutions.

1. State the problem.

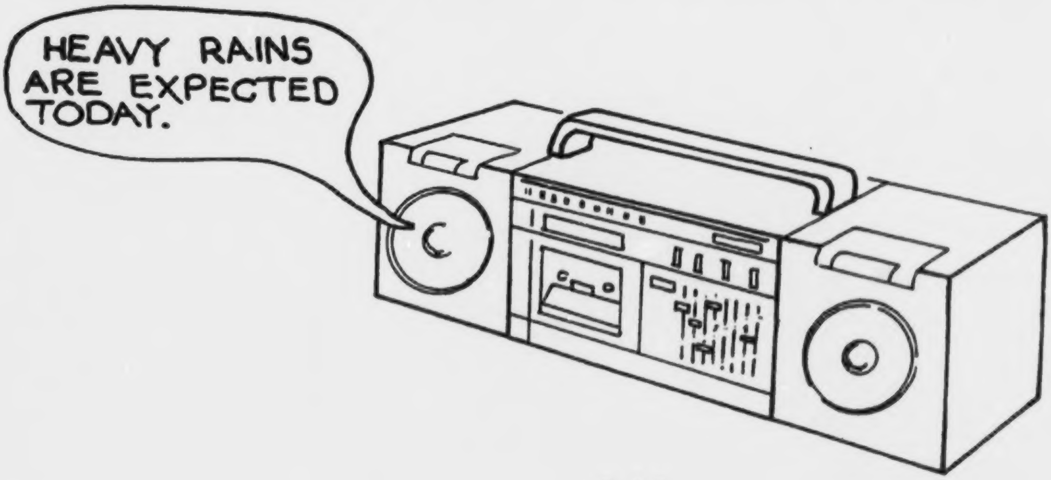
START CLIMBING HERE!

STEP 1

STATEMENT OF PROBLEM:
WHAT DO I WEAR TODAY?

THURSDAY	FRIDAY	SATURDAY
2	3	4
9	10 Interview with Mr. Dockery about job.	11
16	17	18

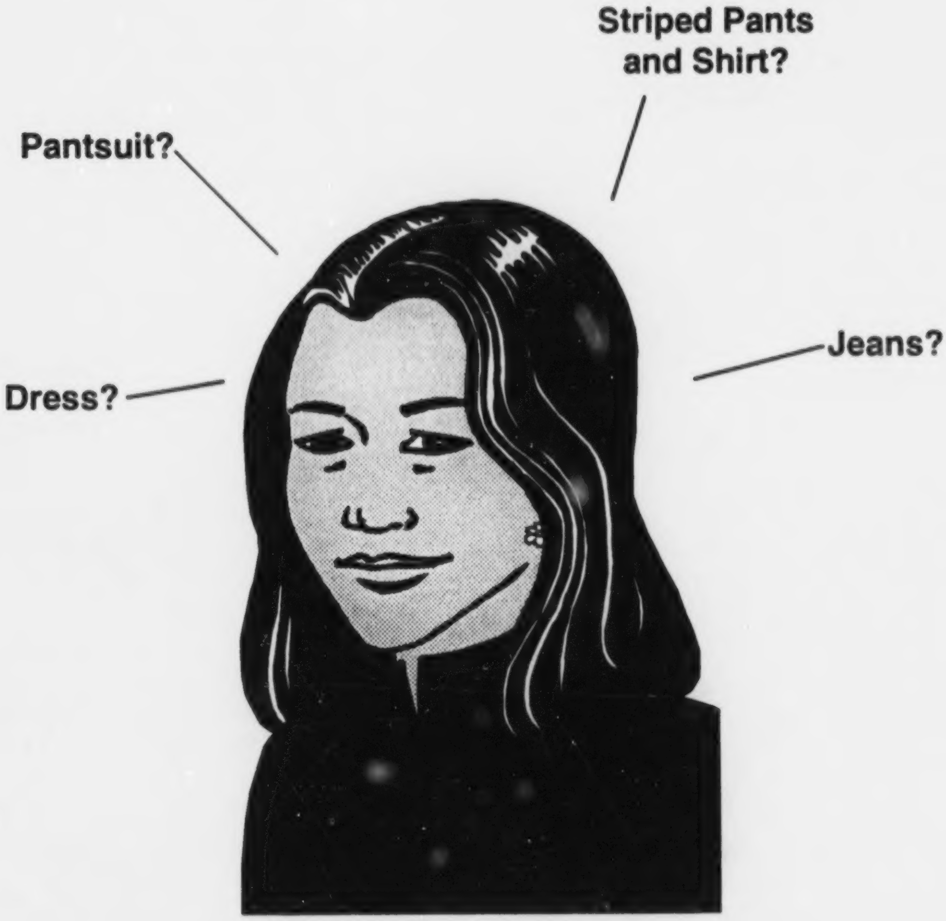
GATHER DATA THAT RELATES TO THE PROBLEM


HEAVY RAINS ARE EXPECTED TODAY.

TM 7

STEP 2

BRAINSTORM POSSIBLE SOLUTIONS


Striped Pants and Shirt?
Pantsuit?
Jeans?
Dress?

REMEMBER: Do not reject any solutions at this point!

TM 8

STEP 3

EVALUATE EACH POSSIBLE SOLUTION.

What would be the result if I chose this solution?

Will it create other problems?

Will it be the best possible solution?

TM 9

STEP 4

CHOOSE THE BEST SOLUTION AND ACT ON IT!

TM 10

STEP 5

FOLLOW UP THE DECISION

- ✔ If the decision does not solve the problem the way you wish, repeat each step beginning with stating the problem.

TM 11

ACTIVITY SHEET 7: WHAT IS RHONDA'S PROBLEM?

DIRECTIONS: Read the short story about Rhonda and then answer the questions.

Rhonda, a high school junior, found a job during the holidays in a variety store. Her job was to price stock and help display and sell merchandise. Rhonda's boss asked one of the more experienced salespeople, Maria Lopez, to show Rhonda the location of merchandise, how to price it, and how to operate the cash register. Because business was especially heavy, Maria had little time to spend teaching Rhonda the procedures. Rhonda managed to figure out most things by herself or by asking her co-workers. Rhonda is enjoying her job, although she sometimes gets frustrated when she doesn't know how to do a task she is given. She is also having a hard time getting to know her co-workers because the store is so busy.

On her sixth day at work, Rhonda overheard one of the other salespeople telling her boss that "ever since that girl started to work, the money in the cash register does not balance with the cash register tape." Rhonda was shocked. She felt she had been accused of stealing. Rhonda considers herself an honest person and a good worker, especially since she has had to figure so many things out for herself on this job. Now she is afraid she will be fired for stealing when she knows she is innocent.

1. What does Rhonda seem to think is the problem?

2. What do you think is the problem?

3. Write the problem in question form, i.e., "How can Rhonda . . .?"

4. List all the facts relating to the problem situation.

   a.

   b.

   c.

   d.

5. Circle the letters of the two most important facts and check the two least important facts.

6. Why do you believe your most important facts may differ from what others think?

7. How can the fact-finding step help workers avoid mistakes in solving problems?

ACTIVITY SHEET 8: RECOGNIZING THE IMPORTANCE OF GATHERING INFORMATION

DIRECTIONS: Most decisions cannot be made without first gathering all the information that relates to the problem. This activity will help you recognize the importance of gathering information.

FACILITATOR

1. Divide the participants into groups of six; choose a supervisor for each group. Give the members of the group a sheet with the names and work histories of the people they are to portray.

2. Allot three minutes for participants to become acquainted with their roles.

New Truck Information Sheet

Walt Marshall, Supervisor. You are the supervisor of a crew of repair people. Each crew member drives a small service truck. Every so often, you get a new truck to exchange for an old one, and you have the problem of deciding which of your crew should receive the new truck. Often there are hard feelings because each person seems to feel he/she deserves the new truck. As a matter of fact, it usually turns out that whatever you decide, most of the crew members consider it wrong. You now have to face the same issue again because a new truck has just been given to you. The new truck is a Chevrolet.

Here are some given facts about the trucks and the crew people that report to Walt Marshall, the Supervisor:

George . . . . . 17 years with the company, has a 2-year-old Ford Truck
Bill . . . . 11 years with the company, has a 5-year-old Dodge Truck
John . . . . 10 years with the company, has a 4-year-old Ford Truck
Charlie . . . . . . 5 years with the company, has a 3-year-old Ford Truck
Sue . . . . 3 years with the company, has a 5-year-old Chevrolet Truck

Most of the crew do all of their driving in the city, but John and Charlie cover the jobs in the suburbs.

You have decided to put the question to the crew. You will tell them about the new truck and let them decide the most fair way to assign the truck. Don't take a position yourself because you want to do what the crew thinks is most fair.

George: When a new Chevrolet truck becomes available, you think you should get it because you have the most seniority and don't like your present truck. Your own car is a Chevrolet, and you prefer a Chevrolet truck such as you drove before you got the Ford.

Bill: You feel you deserve a new truck and it certainly is your turn. Your present truck is old, and since the more senior crew person has a fairly new truck, you should get the next one. You have taken excellent care of your present Dodge and have kept it looking like new. A person deserves to be rewarded if he/she treats a company truck like his/her own.

John: You have to do more driving than most of the other crew people because you work in the suburbs. You have a fairly old truck, and you feel you should have the new one because you do so much driving.

Charlie: The heater in your present truck is inadequate. Since John backed into the door of your truck, it has never been repaired to fit right. The door lets in too much cold air, and you attribute your frequent colds to this. You want a warm truck since you have a good deal of driving to do. As long as it has good tires, brakes, and is comfortable, you don't care about its make.

Sue: You have the poorest truck in the crew. It is five years old, and before you got it, it had been in a bad wreck. It has never been good, and you've put up with it for three years. It's about time you got a good truck to drive, and it seems only fair that the next one should be yours. You have a good driving record. You hope the new truck is a Ford since that is the one you prefer to drive.

FACILITATOR

3. The supervisor, Walt Marshall, will present the problem for discussion to the group. After 15 minutes (time period is adjustable), have each member fill out the work sheet listing the reasons, and the expected result if another driver receives the truck.
4. Discuss the variety of data involved in making decisions.
5. Have each member circle the name of the person who should receive the new truck. Hand these to the supervisor who will announce the decision.

"New Truck Decision-Making Sheet"

Alternatives	Data (Reasons)	Expected Result if Another Driver Receives the Truck

ACTIVITY SHEET 9: HELP RHONDA SOLVE HER PROBLEM

DIRECTIONS:

1. Review Rhonda's problem in **ACTIVITY SHEET 7 (VI-2-29): WHAT IS RHONDA'S PROBLEM?**

2. Imagine that Rhonda has come to you with her problem. What ideas might you give her for solving her problem? Write your responses in the first column of the worksheet. Think of as many different ideas as possible. You can work individually, in pairs, or in small groups on this.

IDEA	GOOD POINTS OF THE IDEA	BAD POINTS OF THE IDEA

3. Share your ideas with the entire group.

4. Decide on one solution by discussing the good points and bad points of each one.
   a. Why is this the best solution?
   b. What could happen if this idea were used?
   c. What effect might the solution have on Rhonda?
   d. What effect might the solution have on the problem?
   e. What effect might the solution have on Rhonda's boss? On her supervisor?

5. **CONGRATULATIONS!** You have just finished the "brainstorming" step and the evaluation step of the decision-making process.

6. The action part of the decision-making process is next. Things to consider when planning action are:

   a. Will Rhonda need to make an appointment to talk with her boss or supervisor?

   b. Exactly what will Rhonda say?

   c. What attitude should Rhonda show toward her supervisor or boss?

7. Several volunteers are needed to demonstrate good and bad ways that Rhonda could act on the solution. One good way might be to approach the person calmly, beginning, "I have a problem I need to discuss with you." A bad way might be to approach the person angrily.

8. Vote on whether each solution demonstrated actually solved the problem. This is the **Evaluation Step.** Evaluating includes asking:

   a. Did my chosen solution work?

   b. Did my solution cause any problems I now need to solve?

   c. What can I leam from the problem and the way I decided to solve it?

ACTIVITY SHEET 10: HELPING ALICIA MAKE A DECISION

DIRECTIONS: This activity will help you understand the risk-taking strategies of the decision-making process and will help you understand the evaluation step of the decision-making process. Read the case study below and then see if you can help Alicia make the "best" decision.

Alicia's Problem: Alicia is now in her senior year in high school and is choosing a college for next year. She has been a good student and qualifies for admission to a private university in a neighboring community (as well as for admission to the state university system and any of the state colleges). All high school graduates are eligible to attend the local community college.

Although her qualifications for the prestigious university are minimal, she has been accepted on the condition that she make high grades. Alicia has applied to and been accepted by four colleges: Prestige University, State University, State College, and Community College.

She knows her decision is an important one and she must choose from four very clear alternatives. She wants very much to get a college degree, and her greatest dream is to graduate from a prestigious college. This would make her family very happy and would make her feel very successful. What Alicia dreads most of all is to drop out or fail at college. She would feel humiliated by this.

She has information on her ability and past performance, and she has looked at tables that helped her estimate her probabilities of academic success at each of the four alternatives. Her greatest chance for success in her major field of social science is at the State College, and the Community College runs a close second. The State University is a more distant third, and Prestige University ranks fourth with a high degree of risk. Now then, how does Alicia decide how to choose?

Decision-Making Strategies: A strategy is a plan of action; strategy is sometimes called the science of planning. A decision-making strategy is the putting together of all the steps into a choice; it is the total act of the decision-maker. The four most common strategies are:

1. ***Wish***–Choose the alternative that will lead to the most desirable result and ignore the likelihood of success.
2. ***Escape***–Avoid the alternative that would result in the worst result.
3. ***Safe***–Choose the alternative that is most likely to bring the highest chance of success. Ignore the desired result.
4. ***Combination***–Choose the alternative that results in the best compact choice between the likelihood of success and the desired result.

ALTERNATIVE	**RANK PROBABILITY OF SUCCESS**	**RANK DESIRABILITY OF RESULT**
Prestige University		
State University		
State College		
Community College		

Based on the information you get by completing the grid, what choice would Alicia make?

HINT The one most likely to produce the highest desirability and probability.

What choice would you make if you were Alicia?

Based on the information from the grid, which of the following strategies do you feel would fit her choice?

Wish, Escape, Safe, or Combination: ____________________

Explain why you chose the strategy you used.

ACTIVITY SHEET 11: ANN AND BECKY

DIRECTIONS: Read the following case study and answer the questions.

Ann and Becky have been "best friends" since fourth grade when Ann moved to town. From that time until now, as eighth graders, the girls have been in the same classes, had the same friends, and spent much of their free time together.

Recently, Ann has become quite concerned because she has been trying to reach a decision about her high school planning. Within the week, the eighth graders are to bring in a high school schedule for pre-registration, and after talking to the counselor, Ann is thinking about enrolling in advanced mathematics and English. She would also like to try out for the girl's basketball team.

Becky, however, does not have the academic and athletic ability that Ann has. In fact, if it had not been for Ann helping Becky with her homework and projects the past year, Becky would be making lower grades than her C's and B's. However, Becky makes friends easier than Ann.

The girls have talked about their schedules and Becky believes that they will both take general mathematics and English as well as the same P.E. class. Ann is afraid to tell Becky about her plans because there is no way Becky can do the academic work. Becky will need help with her work even in the general classes.

1. What is the problem?

2. What are possible solutions?

3. What would be the best solution?

4. How would you act on the decision you made?

5. How would you evaluate the decision you made?

ACTIVITY SHEET 12: JOHN'S PROBLEM

DIRECTIONS: Read the following case study and answer the questions.

John Walters is one of the most envied boys at Gallagher Junior High. He plays first string for both the basketball and football teams and holds the school's record for the high jump in track and field. John's father is an attorney, and the family is wealthy.

Last summer, John spent five weeks with his Uncle Bill while his parents went on a trip to South America. During that time, his uncle taught him how to weld and, as he does with everything, John learned rapidly and did excellent work. However, there was something different about welding; John loved it.

John did well in school because his parents encouraged him, but he really didn't like to read and study. The only reason he played sports was because his father and the coach put constant pressure on him. He did like track but resented that he could not take shop this year because it was offered at the same time as athletics.

John has just received a high school planning form. With the help of his counselor, he has made out an educational plan that would allow him to train in metal trades and then work in a high school cooperative program in a job as a welder during his last two years.

When he shared his plans with his parents, his mother cried and his father got very angry. College, they said, was what John wanted, not a job as a welder. As he left for school the next morning, his mother told him the high school football coach was coming to dinner that night to help plan his high school career in football. But if John takes the cooperative training class, he will not have time to play football.

How would you solve the problem?

1. What should John take in high school?

2. What should he tell his parents?

3. What should he tell the football coach?

ACTIVITY SHEET 13: MAKING MY OWN DECISIONS

DIRECTIONS: Using the information you have learned in this unit, make a decision about a problem you have.

1. State your problem.

2. List possible solutions to your problem.

3. Evaluate each solution by listing the good and bad points.

4. Choose the best solution and list the date and/or time you will try your solution.

5. Write the step you would take next.

UNIT VI-2 TEST

A. Match the following terms to their definitions by placing the correct letter in the blank at the left.

____ 1. Prestige

____ 2. Decision making

____ 3. Strategy

____ 4. Evaluation

____ 5. Minimal

____ 6. Emotions

____ 7. Conflict

____ 8. Logic

____ 9. Maturity

____ 10. Brainstorm

a. the condition of being fully grown

b. a clash or sharp disagreement, as of interest or ideas

c. the thinking of all possible solutions to a problem

d. a careful plan or method used to reach a goal

e. the process of finding a way to solve a problem

f. to find or try to find the value or worth of something

g. fame or respect that comes from doing great things; good character, wealth, success, etc.

h. any particular feeling, such as love, hate, joy, fear, jealousy; used in a way in which you would react to something without careful thinking

i. smallest or least possible

j. sound thinking

B. Answer the following statements True or False by placing a "T" for True or an "F" for False in the space at the left.

____ 1. Once the decision-making process is learned, you never need to practice it.

____ 2. All decisions need to be made by you alone.

____ 3. Every decision contains risk.

____ 4. Few decisions are either good or bad; some will come closer to solving your problems than others.

____ 5. Learning the decision-making process does away with the degree of risk involved.

____ 6. Most decisions are made based on emotions, rather than thought.

____ 7. The key measure of maturity is the ability to make decisions and accept the result, good or bad, without shifting the blame to others.

____ 8. You will not be expected to make any important decisions that will affect your life until you are married.

____ 9. You will soon have to decide what courses to take in high school.

____ 10. You will soon need to make decisions about what career to pursue and what type of education and/or training will best prepare you for it.

C. The five steps of the decision-making process are listed below. Number the steps in the order in which they should be completed in making a decision.

__ Evaluate each possible solution.

__ "Brainstorm" possible solutions to the problem.

__ Choose the best solution and act upon it.

__ State the problem or the decision that must be made.

__ Follow-up the decision you make.

D. Using the following words, fill in the blanks of each sentence using the correct word.

create
final
commit
action
reject
changed
information
solved
problem
stating

1. Gather any ________________ that relates to the problem.

2. Do not ______________ any solutions at this point, no matter how extreme they may seem.

3. Use _______________ verbs to describe the solutions.

4. When evaluating each possible solution, one question you should ask is, "Will it _________________ other problems that will need solving?"

5. You should ______________ yourself to a date and/or time to try the solution you decide upon to solve your problem.

6. The decision you make is not ____________ until the problem is ______________ , has __________, or is no longer a _______________.

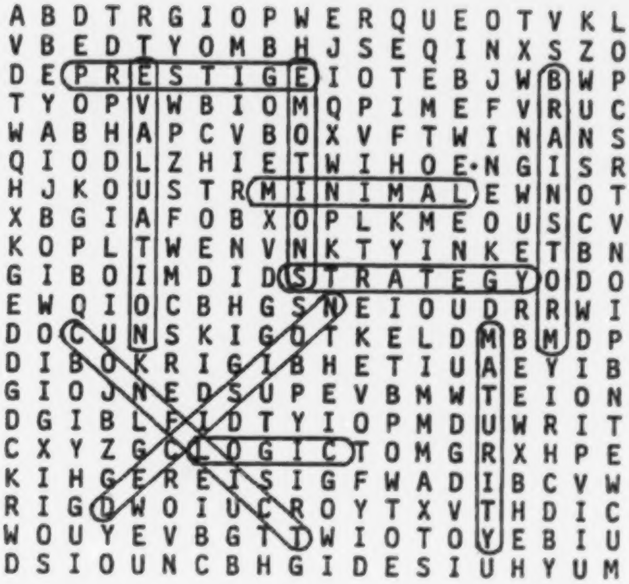
7. If the decision does not solve the problem in the way you wish, repeat each step beginning with _______________ the problem.

UNIT VI

Module 2: *Decision Making*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1



```
A B D T R G I O P W E R Q U E O T V K L
V B E D T Y O M B H J S E Q I N X S Z O
D E P R E S T I G E I O T E B J W B W P
T Y O P V W B I O M Q P I M E F V R U C
W A B H A P C V B O X V F T W I N A N S
Q I O D L Z H I E T W I H O E N G I S R
H J K O U S T R M I N I M A L E W N O T
X B G I A F O B X O P L K M E O U S C V
K O P L T W E N V N K T Y I N K E T B N
G I B O I M D I D S T R A T E G Y O D O
E W Q I O C B H G S N E I O U D R R W I
D O C U N S K I G O T K E L D M B M D P
D I B O K R I G I B H E T I U A E Y I B
G I O J N E D S U P E V B M W T E I O N
D G I B L F I D T Y I O P M D U W R I T
C X Y Z G C L O G I C T O M G R X H P E
K I H G E R E I S I G F W A D I B C V W
R I G D W O I U C R O Y T X V T H D I C
W O U Y E V B G T D W I O T O Y E B I U
D S I O U N C B H G I D E S I U H Y U M
```

1. **Brainstorm**
2. **Minimal**
3. **Conflict**
4. **Logic**
5. **Emotions**
6. **Prestige**
7. **Decision**
8. **Maturity**
9. **Strategy**
10. **Evaluation**

ACTIVITY SHEET 2

1. **FALSE:** People can develop their ability to solve problems by <u>learning</u> and <u>practice</u>. Think of problem solving as being like a muscle; the more you use it, the stronger it becomes.

2. **FALSE:** Some problems have many good solutions. Some problems have no good solutions. Unfortunately, sometimes we have to choose among several "bad" solutions.

3. **FALSE:** When solving a problem, the best approach is to think of as many solutions as possible before choosing one. The more ideas you think of, the more likely you will be to think of a good one.

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4. **TRUE:** By putting a problem in the form of a question, you can identify exactly what the problem is and give yourself a springboard for thinking of solutions.

5. **TRUE:** In fact, not understanding the real problem is often the biggest block to figuring out a solution. Think of examples where the problem may be hidden or unclear.

6. **FALSE:** Whenever you can, take time to think about a problem. You might just make more problems for yourself by rushing into a solution before thinking through the problem carefully.

7. **FALSE:** By considering many possible solutions and figuring out the likely results of your solutions, you can prevent many errors.

8. **TRUE:** By thinking of many solutions, you may be able to combine and improve them, so you can think of the best solution possible.

9. **FALSE:** After thinking of a solution, you must 1) put it into action and 2) evaluate the results. If your solution did not work, you need to find out why and try again.

10. **TRUE:** Remember that other people may have had experiences that can help you solve your problem.

11. **TRUE:** Getting the facts is one of the first steps in solving a problem. A wrong assumption may mean a poor solution.

12. **TRUE:** Even while you are doing something else or when you are sleeping, your mind keeps working on the problem. Getting away from a problem for a while helps you come back to it with fresh ideas.

13. **FALSE:** One of the steps in problem-solving is to try to figure out the results of your solutions. A good problem-solver figures out all possible results of a solution ahead of time.

14. **FALSE:** Trying to think of only practical ideas may stop the flow of ideas. Some "impractical" ideas can be changed to become your best solutions.

15. **TRUE:** An important way of avoiding mistakes is thinking, "If I do this, then . . ." When deciding on an action, you have to consider what the other person will do as a result.

ACTIVITY SHEETS 3-5

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 6

1. ♡
2. ♡
3. ♡
4. ♡
5. ♡
6. π
7. π
8. π
9. ♡
10. π

ACTIVITY SHEETS 7-12

Evaluated to the satisfaction of the teacher.

UNIT VI-2

ANSWERS TO UNIT TEST

A.		B.	
1.	g	1.	F
2.	e	2.	F
3.	d	3.	T
4.	f	4.	T
5.	i	5.	F
6.	h	6.	T
7.	b	7.	T
8.	j	8.	F
9.	a	9.	T
10.	c	10.	T

C.

3
2
4
1
5

D.

1. information
2. reject
3. action
4. create
5. commit
6. final; solved; changed; problem
7. stating

TEACHER PREPARATION

UNIT VI

Module 3: *A Look at the Future*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (VI-3-7)	1 (VI-3-8)
2 (VI-3-9, 10)	2 (VI-3-15)
3 (VI-3-19)	3 (VI-3-16)
	4 (VI-3-22, 23, 24, 25)
	5 (VI-3-26)
	6 (VI-3-27)

UNIT VI-3 TEST (VI-3-28, 29, 30)

Make Transparencies of:

- TM 1 (VI-3-11)
- TM 2 (VI-3-12)
- TM 3 (VI-3-13)
- TM 4 (VI-3-14)
- TM 5 (VI-3-17)
- TM 6 (VI-3-18)
- TM 7 (VI-3-20)
- TM 8 (VI-3-21)

Each Student Will Need:

- for ACTIVITY SHEET 4 (VI-3-22, 23, 24, 25): *Occupational Outlook Handbook*
- for ACTIVITY SHEET 6 (VI-3-27): *Occupational Outlook Handbook or other resources*

Additional Preparation:

- for ACTIVITY SHEET 5 (VI-3-26): *Invite a speaker from the local Chamber of Commerce*

UNIT VI

Module 3: *A Look at the Future*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (VI-3-7): TERMS AND DEFINITIONS**

1. Discuss the terms and definitions.
2. Have the students complete **ACTIVITY SHEET 1 (VI-3-8): UNSCRAMBLING TERMS** to reinforce this area of instruction.

B. **INFORMATION SHEET 2 (VI-3-9, 10): MY CAREER--WILL IT BE THERE WHEN I'M READY?**

1. Stress the importance of students knowing what the outlook is for careers they are interested in pursuing.
2. Use **TM 1 (VI-3-11): RAPID CHANGES IN THE ECONOMY AND TECHNOLOGY** to reinforce the fact that change will affect careers.
3. Stress to the students that the area where they wish to live influences greatly the outlook of the career; use **TM 2 (VI-3-12): THERE MAY NOT BE A NEED FOR YOUR CAREER WHERE YOU WISH TO LIVE** to reinforce this point.
4. Explain to the students that if a career has a good outlook, many job seekers may wish to have the career; therefore, they need to know what education and/or training would exceed minimum requirements of the career and give them an edge over others.
5. Use **TM 3 (VI-3-13): EVEN IF YOUR JOB HAS A GOOD OUTLOOK, YOU MAY FACE STIFF COMPETITION IN GETTING HIRED** to reinforce this point.
6. Use **TM 4 (VI-3-14): HOW JOBS ARE CREATED** as a visual reinforcer of how jobs are created.
7. **ACTIVITY SHEET 2 (VI-3-15): HISTORY REPEATS ITSELF** will give students application in how research is done on the outlook of careers; it will also help students to understand that changes will affect the outlook of careers.

NOTE This is a homework activity.

8. So that students may learn of resources to contact concerning the outlook of careers, have them complete **ACTIVITY SHEET 3 (VI-3-16): WHERE YOU LIVE DETERMINES THE OUTLOOK OF THE CAREER** according to the following directions:

    a. Use **TM 5 (VI-3-17): ROSEMARY'S LETTER** as an example for students to use in preparing their letters.

    b. Use **TM 6 (VI-3-18): WHERE TO WRITE FOR OUTLOOK INFORMATION** to show students where they could receive information on the outlook of careers in a specific geographical area. Students can also locate information via the Internet sites for SOICC or the Bureau of Labor Statistics.

    c. You may want to mail all letters for the students in one large envelope.

    d. Have students share their findings.

C. **INFORMATION SHEET 3 (VI-3-19): SOURCES FOR CAREER OUTLOOK INFORMATION**

1. Secure the *Occupational Outlook Handbook* so that students may become familiar with the information it provides.

2. Secure publications from the Bureau of Labor Statistics and Texas SOICC.

3. Show **TM 7 (VI-3-20): SOURCES FOR CAREER OUTLOOK INFORMATION** to reinforce the list of sources listed on the Information Sheet.

4. Because some students may have difficulty in understanding what is meant by the terminology used concerning the outlook, show **TM 8 (VI-3-21): WHAT IS MEANT BY THE OUTLOOK TERMS?**

5. So students can gain practice in researching information on careers, have them complete **ACTIVITY SHEET 4 (VI-3-22, 23, 24, 25): LEARNING TO USE THE *OCCUPATIONAL OUTLOOK HANDBOOK*.**

HINT

Enough copies of the information on pharmacists from the *Occupational Outlook Handbook* can be copied for use by your largest class. Doing so will enable you to gather them at the end of the class period and use them again. The information is from the 1996-7 edition; check the internet site for updated versions as they become available.

6. So that students will understand that the Chamber of Commerce is an excellent source of information on the outlook of careers in local areas, invite a representative to speak to the class. Have students complete **ACTIVITY SHEET 5 (VI-3-26): A VISIT FROM YOUR LOCAL CHAMBER OF COMMERCE.**

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7. **ACTIVITY SHEET 6 (VI-3-27): WHAT IS THE OUTLOOK FOR MY CAREER?** will give students practice in using resources to anticipate the outlook for careers that interest them.

II. Unit VI-3 Test (VI-3-28, 29, 30)

III. Answers to Activity Sheets and Unit VI-3 Test (VI-3-31, 32)

UNIT VI
Module 3: *A Look at the Future*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

1.	**COMPETITION**	the act of being a rival for something
2.	**LABOR MARKET**	availability of employment as people compete for jobs and employers compete for workers
3.	**OUTLOOK**	what is likely for the future
4.	**RESEARCH**	careful, patient study in order to discover and analyze facts about a subject
5.	**VALUE**	the quality of a thing that makes it wanted or desirable

ACTIVITY SHEET 1: UNSCRAMBLING TERMS

DIRECTIONS: Unscramble the following terms:

1. What is likely for the future

_________________________ kuoootl

2. The quality of a thing that makes it wanted or desirable

_________________________ lavue

3. The act of being a rival for something

_________________________ oiimocpettn

4. Careful, patient study in order to discover and analyze facts about a subject

_________________________ seeacrhr

5. Availability of employment as people compete for jobs and employers compete for workers

____________________ _________________ ralbo tkrame

377

INFORMATION SHEET 2: MY CAREER--WILL IT BE THERE WHEN I'M READY?

I. If I can't predict the future, why worry about whether my career will be there?

A. Because it will be at least four years before most of you are ready to enter the job market.

B. There is no guarantee that those careers available now will be there when you are ready to pursue them.

C. Rapid changes in the economy and technology will create new careers, change existing ones, and do away with others.

D. The needs and wants of society determine what is made and how well it sells.

E. Some careers may not exist in the area where you wish to live.

F. Having a general idea of the outlook of the career you wish to pursue can save you time and money.

EXAMPLE: Jose wanted to be a farmer all his life. He went to Texas A & M and received his bachelor's degree in agriculture. Jose could not make a living as a farmer after he received his degree. He had to return to college and receive education and training in another area that would provide him with enough income to live comfortably.

G. If the career you wish to pursue has a good outlook, you may face stiff competition in getting hired.

NOTE Know what education/training would put you ahead of others!

II. How Are Jobs Created?

A. The needs and wants of consumers

B. Changes in social, technological, and scientific trends

C. Values placed on work, education, income, and leisure

D. Replacements

1. Due to workers retiring
2. Due to workers dying
3. Due to workers changing careers

III. What Are Some Facts About the Outlook of Careers?

A. No one can predict the future labor market conditions with perfect accuracy.

B. The number of job seekers and the number of job openings change often.

C. A rise or fall in the demand for a product or service affects the number of workers needed to produce it.

D. Methods used by experts to develop information on the outlook of careers differ.

E. The outlook of careers is based on information received from:

1. Business firms
2. Labor unions
3. Trade associations
4. Educational institutions
5. Government agencies

F. The outlook of careers will always depend on the number of available positions and the number of people seeking these positions.

G. Using the information you gain from the experts does not guarantee that the career you train for will be available when you are ready to pursue it; however, you will at least have an idea of what the experts feel the prospects are, which is far better than leaving your career and your life to chance.

RAPID CHANGES IN THE ECONOMY AND TECHNOLOGY WILL:

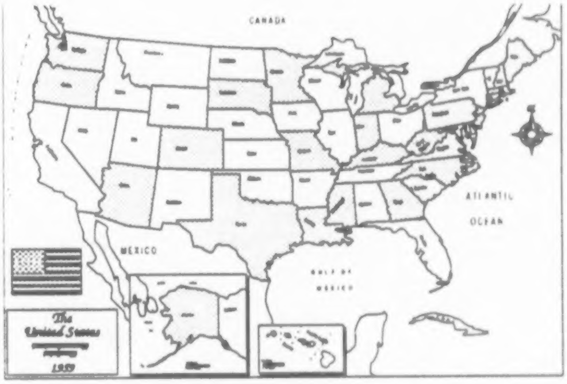
✔ Create new careers

✔ Change existing ones

✔ Do away with others

TM 1

THERE MAY NOT BE A NEED FOR YOUR CAREER WHERE YOU WISH TO LIVE


CANADA
ATLANTIC
OCEAN
MEXICO
GULF OF
MEXICO
The
United States
1959

TM 2

BEST COPY AVAILABLE

EVEN IF YOUR JOB HAS A GOOD OUTLOOK, YOU MAY FACE STIFF COMPETITION IN GETTING HIRED

Pursue the education and training that would put you ahead of others!

TM 3

HOW JOBS ARE CREATED:

- ✓ The needs and wants of consumers
- ✓ Values placed on work, education, income, and leisure
- ✓ Changes in social, technological, and scientific trends

TM 4

ACTIVITY SHEET 2: HISTORY REPEATS ITSELF

DIRECTIONS: Your parents, grandparents, and others probably can give you firsthand information on how careers have changed over the years. The reason(s) for failure of some careers can usually be traced to the same factors. Yes, history does repeat itself. To get an idea of what influences the outlook of careers, ask your parents, grandparents, and others the following questions. Share your findings with the class.

1. What has been the major change in careers during your lifetime? What caused this change?

2. Can you think of a career that was in high demand at one time, but no longer is?

3. Have you experienced a layoff due to a decrease in the need for a product or service? Did you have any warning that it was going to happen?

4. Can you think of a product or service that once was in high demand by the consumer, but no longer is? Why do you think the demand for the product or service has decreased?

5. Can you think of a career that because of advances in technology has changed?

   EXAMPLES: the tools, machinery, equipment, etc. used by the worker.

ACTIVITY SHEET 3: WHERE YOU LIVE DETERMINES THE OUTLOOK OF THE CAREER

DIRECTIONS: The area of Texas where you wish to live determines whether a career will be available, how stiff the competition will be, and the future of the career. Have you considered where you would like to live when you are on your own? Use **TM 8 (VI-3-20): WHERE TO WRITE FOR OUTLOOK INFORMATION** to complete the following directions.

1. Find the area of Texas in which you would like to live.

2. Write a letter requesting information on the outlook of a career of your choice.

HINT Use Rosemary's letter as an example for composing your own.

ROSEMARY'S LETTER

1524 Rose Hill
Central City, Texas

April 14, 1997

Executive Director
Texas State Occupational Information
Coordinating Committee
Whitney Jordan Plaza
9001 IH 35 North, Suite 103 B
Austin, TX 78753

Dear Sir/Madam:

I would like to request any available information on the outlook of careers in accounting in the state of Texas.

I am presently enrolled in Career Investigation at Central City Middle School and have found that I am interested in pursuing a career in accounting. As I plan to make my home in Texas, I would like to know what the future is for accountants in our state.

Any information you can send me will be greatly appreciated.

Sincerely,

Rosemary Ramirez

TM 5

WHERE TO WRITE FOR OUTLOOK INFORMATION

- Texas State Occupational Information
  Coordinating Committee
  Whitney Jordan Plaza
  9001 IH 35 North, Suite 103 B
  Austin, TX 78753

  http://www.soicc.capnet.state.tx.us

- Bureau of Labor Statistics
  Economic Analysis of Information, Room 221
  525 Griffin Street
  Dallas, TX 75202

  http://www.bls.gov

TM 6

INFORMATION SHEET 3: SOURCES FOR CAREER OUTLOOK INFORMATION

I. *Occupational Outlook Handbook*

  A. Most widely used source.

  B. Published by the United States Department of Labor, Bureau of Labor Statistics.

  C. For four decades, the Bureau of Labor Statistics has done research on employment in occupations and industries for use in vocational guidance.

  D. Revised every two years.

II. *Occupational Outlook Quarterly*

  A. Provides updated information between editions of the *Occupational Outlook Handbook.*

  B. Organizes information printed elsewhere into one publication.

III. Bureau of Labor Statistics

  A. Does research using the most recent information available on population, industry and occupational employment, productivity, etc.

  B. Publishes brochures concerning their research.

  C. Regional offices can give you a list of current information printed by the Bureau of Labor Statistics.

IV. Chamber of Commerce

  A. Gives you information on the outlook of careers in your area.

  B. Can give you an idea of those careers that could emerge because of new industry.

  NOTE A good source only if you know in what city you wish to live.

V. State Employment Agency

  A. Gives you an outlook of careers in your state.

  B. Based on research done by each individual state employment commission.

SOURCES FOR CAREER OUTLOOK INFORMATION:

- ✗ *Occupational Outlook Handbook*
- ✗ *Occupational Outlook Quarterly*
- ✗ Chamber of Commerce
- ✗ State Employment Agency
- ✗ Texas State Occupational Information Coordinating Committee

TM 7

WHAT IS MEANT BY THE OUTLOOK TERMS?

EXCELLENT:	Demand much greater than supply
VERY GOOD:	Demand greater than supply
GOOD OR FAVORABLE:	Rough balance between demand and supply
MAY FACE COMPETITION:	Likelihood of more supply than demand
KEEN COMPETITION:	Supply greater than demand

TM 8

ACTIVITY SHEET 4: LEARNING TO USE THE *OCCUPATIONAL OUTLOOK HANDBOOK*

DIRECTIONS: The *Occupational Outlook Handbook* is the most widely used source for the outlook of careers. To gain practice in locating specific information in the *Occupational Outlook Handbook*, use the information on pharmacists on the following pages to answer the following questions:

1. How many jobs were held by pharmacists in 1996?

2. What is the employment outlook for pharmacists?

3. Explain why the demand for pharmacists is expected to increase.

4. Describe the nature of the work of a pharmacist.

5. What are typical working conditions for pharmacists?

6. Why do pharmacists often work evenings, nights, weekends, and holidays?

7. What was the average base salary for full-time, salaried pharmacists in 1996?

8. What skills and aptitudes should prospective pharmacists have?

9. How does one obtain a license to practice pharmacy?

10. What are sources of additional information about a career in pharmacy?

PHARMACISTS

(D.O.T. 074.161-010 and -014)

Significant points

Pharmacists are stepping beyond the traditional delivery of prescriptions to become more involved in drug therapy decision making and patient counseling.

Earnings are very high, but some pharmacists work long hours.

Nature of the Work

Pharmacists dispense drugs prescribed by physicians and other health practitioners and provide information to patients about medications and their use. They advise physicians and other health practitioners on the selection, dosages, interactions, and side effects of medications. Pharmacists must understand the use, composition, and effects of drugs. Compounding (the actual mixing of ingredients to form powders, tablets, capsules, ointments, and solutions) is only a small part of a pharmacist's practice, because most medicines are produced by pharmaceutical companies in a standard dosage and form.

Pharmacists in community (retail) pharmacies counsel patients, as well as answer questions about prescription drugs, such as possible adverse reactions and interactions. They provide information about over-the-counter drugs and make recommendations after asking a series of health questions, such as whether the customer is taking any other medications. They also give advice about durable medical equipment and home health care supplies. Those who own or manage community pharmacies may buy and sell nonhealth-related merchandise, hire and supervise personnel, and oversee the general operation of the pharmacy. Some community pharmacists offer specialized disease state management services for conditions such as diabetes, asthma, smoking cessation or high blood pressure.

Pharmacists in hospitals and clinics dispense medications and advise the medical staff on the selection and effects of drugs. They may make sterile solutions and buy medical supplies. They also assess, plan, and monitor drug regimens. They counsel patients on the use of drugs while in the hospital, and on their use at home when they are discharged. Pharmacists may also evaluate drug use patterns and outcomes in the hospital or in a patient population.

Pharmacists who work in home health care prepare infusions (solutions that are injected into patients) and other medications for use in the home, and monitor drug therapy.

Most pharmacists keep computerized records of patients' drug therapies to ensure that harmful drug interactions do not occur. They frequently teach pharmacy students serving as interns in preparation for graduation and licensure.

Some pharmacists specialize in specific areas, such as drugs for psychiatric disorders, intravenous nutrition support, oncology, nuclear pharmacy, or pharmacotherapy.

Working Conditions

Pharmacists usually work in clean, well-lighted, and well-ventilated areas. Many pharmacists spend most of their time on their feet. When working with sterile or potentially dangerous pharmaceutical products, pharmacists wear gloves and masks and work with special protective equipment. Many community and hospital pharmacies are open extended hours or around the clock, so pharmacists may work evenings, nights, weekends, and holidays. Consultant pharmacists may travel to nursing homes or other facilities to monitor people's drug therapy.

About 1 out of 5 pharmacists worked part time in 1996. Most full-time salaried pharmacists worked about 40 hours a week. Some, including most self-employed pharmacists, worked more than 50 hours a week.

Employment

Pharmacists held about 172,000 jobs in 1996. About 3 out of 5 worked in community pharmacies, either independently owned, part of a drug store chain, or part of a grocery store, department store, or mass merchandiser. Most community pharmacists were salaried employees, but some were self employed owners. About one-quarter worked in hospitals, and others worked in clinics, mail-order pharmacies, pharmaceutical wholesalers, home health care agencies, or the Federal Government.

Some pharmacists hold more than one job. They may work a standard week in their primary work setting, and also work part time elsewhere.

Training, Other Qualifications, and Advancement

A license to practice pharmacy is required in all States, the District of Columbia, and U.S. Territories. To obtain a license, one must graduate from an accredited college of pharmacy, pass a State examination, and serve an internship under a licensed pharmacist. Most States grant a license without extensive reexamination to qualified pharmacists already licensed by another State; check with State boards of pharmacy for details. Many pharmacists are licensed to practice in more than one State. Most States require continuing education for license renewal.

At least 5 years of study beyond high school are required to graduate from programs accredited by the American Council on Pharmaceutical Education. A Bachelor of Science (B.S.) in Pharmacy, the degree received by most graduates, takes 5 years. A Doctor of Pharmacy (Pharm.D.) normally requires at least 6 years, during which an intervening bachelor's degree is usually not awarded. Those who already hold the bachelor's degree may enter Pharm.D. programs, but the combined period of study is usually longer than 6 years. In 1997, 79 colleges of pharmacy conferred degrees. The number of schools offering the Pharm.D. as the only professional degree increased to 41, and the number offering the B.S. in Pharmacy as the only professional degree continued to decline, reaching 4.

Requirements for admission to colleges of pharmacy vary. A few colleges admit students directly from high school. Most colleges of pharmacy, however, require 1 or 2 years of college-level prepharmacy education. Entry requirements usually include mathematics and basic sciences, such as chemistry, biology, and physics, as well as courses in the humanities and social sciences. Some colleges require the applicant to take the Pharmacy College Admissions Test.

All colleges of pharmacy offer courses in pharmacy practice, designed to teach students to dispense prescriptions, communicate with patients and other health professionals, and to strengthen their understanding of professional ethics and practice management responsibilities. Pharmacists' training increasingly emphasizes direct patient care, as well as consultative services to other health professionals.

Recently, pharmacy schools voted to move toward offering the Pharm.D. as the only professional degree in pharmacy. However, some schools continue to offer the B.S. in Pharmacy. All accredited pharmacy schools are expected to graduate their last B.S. class by the year 2004. Either degree currently fulfills the requirements to take the licensure examination of a state board of pharmacy.

The bachelor's degree in pharmacy is generally acceptable for most positions in community pharmacies, at least in the foreseeable future. A growing number of hospital employers prefer that a pharmacist have a Pharm.D. degree. A master's or Ph.D. degree in pharmacy or a related field usually is required to do research, and a Pharm.D. with additional residency or fellowship training, master's, or Ph.D. usually is necessary for faculty positions.

In 1996-97, 60 colleges of pharmacy awarded the Master of Science degree or the Ph.D. degree. Although a number of pharmacy graduates interested in further training pursue an advanced degree in pharmacy, there are other options. Some enter 1- or 2-year residency programs or fellowships. Pharmacy residencies are organized, directed, postgraduate training programs in pharmacy practice. Pharmacy fellowships are directed, highly individualized programs designed to prepare participants to work in research laboratories.

Areas of graduate study include pharmaceutics and pharmaceutical chemistry (physical and chemical properties of drugs and dosage forms), pharmacology (effects of drugs on the body), and pharmacy administration, including pharmacoeconomics and social-behavioral aspects of patient care.

Prospective pharmacists should have scientific aptitude, good communication skills, and a desire to help others. They must also be conscientious and pay close attention to detail, because the decisions they make affect human lives.

In community pharmacies, pharmacists usually begin at the staff level. After they gain experience and secure the necessary capital, many become owners or part owners of pharmacies. Pharmacists in chain drug stores may be promoted to pharmacy supervisor or manager at the store level and then at the district or regional level, and later to an executive position within the chain's headquarters.

Hospital pharmacists may advance to supervisory or administrative positions. Pharmacists in the pharmaceutical industry may advance in marketing, sales, research, quality control, production, packaging, and other areas.

Job Outlook

Employment of pharmacists is expected to grow as fast as the average for all occupations through the year 2006, due to the increased pharmaceutical needs of a larger and older population, and greater use of medication. Cost-conscious insurers and health systems will continue to emphasize the role of pharmacists in primary and preventive health services. They realize that the expense of using medication to treat diseases and conditions is often considerably less than the potential costs for patients whose conditions go untreated, and pharmacists can also play an important role in reducing the expenses resulting from unexpected complications due to allergic reactions or medication interactions.

The increased number of middle aged and elderly people will spur demand for pharmacists in all practice settings. The number of prescriptions influences the demand for pharmacists, and the middle aged and elderly population uses more prescription drugs, on average, than younger people.

Other factors likely to increase the demand for pharmacists through the year 2006 include the likelihood of scientific advances that will make more drug products available, new developments in administering medication, and increasingly sophisticated consumers seeking more information about drugs.

Employment in hospitals is expected to grow slowly, as hospitals reduce inpatient stays, downsize, and consolidate departments. Pharmacy services are shifting to long-term, ambulatory, and home care settings, where opportunities for pharmacists will be best. New opportunities for pharmacists are emerging in managed care organizations, where pharmacists analyze trends and patterns in medication use for their populations of patients. Fast growth is also expected for pharmacists employed in research, disease management, and pharmacoeconomics (determining the costs and benefits of different drug therapies).

Because of efforts to control prescription drug costs, retail pharmacies are taking steps to increase their prescription volume to make up for declining dispensing fees. Automation of drug dispensing and greater use of pharmacy technicians will help them dispense more prescriptions. The number of community pharmacists needed in the future will depend on the expansion rate of chain drug stores and the willingness of insurers to reimburse pharmacists for providing clinical services to patients taking prescription drugs. With its emphasis on cost control, managed care has encouraged the growth of lower-cost distributors of prescription drugs such as mail-order firms. Slower employment growth is expected in traditional chain and independent pharmacies.

Earnings

Median weekly earnings of full-time, salaried pharmacists were $992 in 1996. Half earned between $827 and $1,177. The lowest 10 percent earned less than $554 and the top 10 percent more than $1,422.

According to a survey by Drug Topics magazine, published by Medical Economics Inc., average base salaries of full-time, salaried pharmacists were $59,276 per year in 1996. Pharmacists working in chain drug stores had an average base salary of $61,735 per year, while pharmacists working in independent drug stores averaged $52,189, and hospital pharmacists averaged $61,317. Overall, salaries for pharmacists were highest in the West and second highest in the East. Many pharmacists also receive compensation in the form of bonuses, overtime, and profit-sharing.

Related Occupations

Persons in other professions who may work with pharmaceutical compounds are pharmaceutical chemists, pharmacologists, medical scientists, and biological technicians.

Sources of Additional Information

- For information on pharmacy as a career, preprofessional and professional requirements, programs offered by all the colleges of pharmacy, and student financial aid, contact the American Association of Colleges of Pharmacy, 1426 Prince St., Alexandria, VA 22314.
- Information on requirements for licensure in a particular State is available from the State board of pharmacy.
- Information on specific college entrance requirements, curricula, and financial aid is available from the dean of any college of pharmacy.

ACTIVITY SHEET 5: A VISIT FROM YOUR LOCAL CHAMBER OF COMMERCE

DIRECTIONS: Use the following as a guideline for questions to ask the speaker from your local Chamber of Commerce.

1. What career has the brightest future?
2. What career has the worst?
3. What factors have influenced the outlook of careers in our city or region?
4. Are there any new industries or other businesses that are planning to locate here?
5. If so, what type of careers would be available as a result?

OTHER QUESTIONS:

6.

7.

8.

ACTIVITY SHEET 6: WHAT IS THE OUTLOOK FOR MY CAREER?

DIRECTIONS: Because many careers can change a great deal in a very short period of time, the career you wish to pursue now may not even exist when you are ready to enter the job market. Let's see what experts say the future of your career is. Using the available resources in your classroom, answer the following questions:

1. Name one career you would like to have.

2. What training and/or education is needed to pursue this career?

3. What is the outlook for this career?

4. Can you think of any factors that could change the outlook of this career? Explain how you think these factors would influence this outlook.

5. What resource(s) did you use to obtain your information?

UNIT VI-3 TEST

A. Match the following terms and definitions by placing the correct letter in the blanks at the left.

___ 1. Value

___ 2. Competition

___ 3. Research

___ 4. Outlook

___ 5. Labor market

a. what is likely for the future

b. the quality of a thing that makes it wanted or desirable

c. careful, patient study in order to discover and analyze facts about a subject

d. availability of employment as people compete for jobs and employers compete for workers

e. the act of being a rival for something

B. Answer the following statements True or False by placing a "T" for True or an "F" for False in the space at the left.

___ 1. Rapid changes in the economy and technology will create new careers, change existing ones, and do away with others.

___ 2. The needs and wants of society do not determine what is made and how well it sells.

___ 3. The same careers exist in every part of the country.

___ 4. If the career you wish to pursue has a good outlook, you may face stiff competition in getting hired.

___ 5. One way jobs are created is by changes in social, technological, and scientific trends.

___ 6. No one can predict the future of labor market conditions with perfect accuracy.

___ 7. Methods used by experts to develop information on the outlook of careers differ.

___ 8. The outlook of careers is based on information received only from government agencies.

___ 9. The outlook of careers will always depend on the number of available positions and the number of people seeking these positions.

___10. Using the information you gain from the experts does not guarantee that the career you train for will be available when you are ready to pursue it; however, you will at least have an idea of what the prospects are, which is far better than leaving your career to chance.

C. Answer the following questions by circling the letter beside the correct answer:

1. The most widely used source for information on the outlook of careers is:

   a. *Occupational Outlook Quarterly*
   b. Bureau of Labor Statistics
   c. Chamber of Commerce
   d. *Occupational Outlook Handbook*

2. If you were trying to find updated information on the outlook of careers between editions of the *Occupational Outlook Handbook*, your best choice would be:

   a. Bureau of Labor Statistics
   b. state employment agency
   c. *Occupational Outlook Quarterly*
   d. Chamber of Commerce

3. If you knew what state you wished to make your home, what source would you use to find information on the outlook of careers?

   a. Chamber of Commerce
   b. state employment agency
   c. Bureau of Labor Statistics
   d. *Occupational Outlook Handbook*

4. If you knew what city you wished to make your home, what source would you use to find information on the outlook of careers?

   a. Chamber of Commerce
   b. state employment agency
   c. Bureau of Labor Statistics
   d. *Occupational Outlook Handbook*

5. What source publishes brochures related to the research they do on the outlook of careers?

   a. *Occupational Outlook Quarterly*
   b. *Occupational Outlook Handbook*
   c. Bureau of Labor Statistics
   d. state employment agency

UNIT VI

Module 3: *A Look at the Future*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. outlook
2. value
3. competition
4. research
5. labor market

ACTIVITY SHEETS 2 and 3

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 4

1. About 172,000

2. Employment for pharmacists is expected to grow as fast as the average for all occupations through the year 2006.

3. Projected employment growth is due to the increased pharmaceutical needs of a larger and older population and greater use of medication.

4. Answers may vary, but should include some of the following:
   Pharmacists dispense drugs prescribed by physicians and other health practitioners and provide information to patients about medications and their use. They advise physicians and other health practitioners on selection, dosages, interactions, and side effects of medication.

5. Pharmacists usually work in a clean, well-lighted, and well-ventilated environment. (Many spend most of their time on their feet.)

6. Because many community and hospital pharmacies are open extended hours or around the clock.

7. $59,276

8. Prospective pharmacists should have scientific aptitude, good communication skills, and a desire to help others. They must also be conscientious and pay close attention to detail, because the decisions they make affect human lives.

9. Graduate from an accredited college of pharmacy, pass a State examination, and serve an internship under a licensed pharmacist.

10. American Association of Colleges of Pharmacy, the Board of Pharmacy of a specific state, or the the dean of any college of pharmacy.

ACTIVITY SHEETS 5 and 6

Evaluated to the satisfaction of the teacher.

UNIT VI-3
ANSWERS TO UNIT TEST

A.
1. b
2. e
3. c
4. a
5. d

B.
1. T
2. F
3. F
4. T
5. T
6. T
7. T
8. F
9. T
10. T

C.
1. d
2. c
3. b
4. a
5. c

TEACHER PREPARATION

UNIT VI

Module 4: *Making Career Plans*

Copy One Per Student (if desired):

INFORMATION SHEETS:
1 (VI-4-7)
2 (VI-4-9)
3 (VI-4-18, 19)
4 (VI-4-23, 24, 25)

ACTIVITY SHEETS:
1 (VI-4-8)
2 (VI-4-16)
3 (VI-4-17)
4 (VI-4-21)
5 (VI-4-22)
6 (VI-4-26, 27)
7 (VI-4-28)
8 (VI-4-29)
9 (VI-4-30)
10 (VI-4-31)
11 (VI-4-32, 33)

UNIT VI-4 TEST (VI-4-34, 35, 36)

Make Transparencies of:

- TM 1 (VI-4-10)
- TM 2 (VI-4-11)
- TM 3 (VI-4-12)
- TM 4 (VI-4-13)
- TM 5 (VI-4-14)
- TM 6 (VI-4-15)
- TM 7 (VI-4-20)

Additional Preparation:

- for ACTIVITY SHEET 7 (VI-4-28): *resources such as the Occupational Outlook Handbook*

UNIT VI
Module 4: *Making Career Plans*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (VI-4-7): TERMS AND DEFINITIONS**

1. Stress to the students the importance of understanding the terms associated with career decision making.

NOTE Recommend to students that they involve their parents/guardians in discussions about making career plans.

2. Use **ACTIVITY SHEET 1 (VI-4-8): UNDERSTANDING TERMS** to reinforce this area of instruction.

B. **INFORMATION SHEET 2 (VI-4-9): MAKING CAREER DECISIONS**

1. Stress the importance of the students starting now to make career plans.
2. Show **TM 1 (VI-4-10): START THE CAREER DECISION-MAKING PROCESS NOW!** to reinforce this point.
3. To reinforce the importance of planning for careers, show the following transparencies:
   a. **TM 2 (VI-4-11): ALL I EVER WANTED TO DO WAS DELIVER NEWSPAPERS**
   b. **TMs 3, 4, 5, and 6 (VI-4-12,13,14,15): CAREER DECISION MAKING SHOULD BE DONE ONLY AFTER MUCH THOUGHT**
4. To reinforce the information presented, complete the following Activity Sheets:
   a. **ACTIVITY SHEET 2 (VI-4-16): SURVEY OF CAREER CHOICE--ACCIDENT OR PLANNED?**
   b. **ACTIVITY SHEET 3 (VI-4-17): SURVEY OF CAREER MOVES**

NOTE Because most students tend to believe facts based on others' experiences, these activities are invaluable for reinforcing the importance of learning the career decision-making steps, as well as exposing parents/guardians and members of the community to what the students are being taught. Students should be given several days to complete this activity so that a variety of sources can be utilized.

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C. INFORMATION SHEET 3 (VI-4-18,19): CAREER DECISION-MAKING STEPS

1. Students should have completed a thorough self-appraisal if the activities in Unit I were completed prior to beginning this unit.

2. If Activity Sheets were kept from Unit I, they can be used in refreshing the students' memories concerning their own personal characteristics.

3. Show **TM 7 (VI-4-20): STEPS TO CAREER DECISION MAKING** as a visual reinforcer as you explain the career decision-making process.

4. The following Activity Sheets must be completed sequentially so students will have a clearer understanding of the career decision-making process.

    a. **ACTIVITY SHEET 4 (VI-4-21): FACTS ABOUT YOURSELF**

NOTE

> The last column can contain such information as physical disabilities, ability to cope with change, the salary range desired, etc.

    b. **ACTIVITY SHEET 5 (VI-4-22): LISTING POSSIBLE CAREERS**

NOTE

> Stress the importance of considering as many careers as possible.

    c. **INFORMATION SHEET 4 (VI-4-23, 24, 25): CLUSTERING CAREERS**

NOTE

> This activity will help those students having trouble listing careers in Activity Sheet 5 and will also provide a means of ranking careers according to job entry requirements so that those students not desiring advanced education/training prior to career entry can identify similar careers not requiring as much education/training as others. In order to help students with identifying clusters, Information Sheet 2 and Information Sheet 4 from Unit II Module 2 are included.

    d. **ACTIVITY SHEET 6 (VI-4-26, 27): RANKING YOUR CAREER OPTIONS**

    e. **ACTIVITY SHEET 7 (VI-4-28): RESEARCHING CAREERS**

NOTE

> Additional copies of this Activity Sheet should be made, as only five spaces are provided. Resources such as the *Occupational Outlook Handbook* should be available for students' use.

f. **ACTIVITY SHEET 8 (VI-4-29): MATCHING CAREERS TO WHAT YOU KNOW ABOUT YOURSELF**

NOTE

Additional copies of this Activity Sheet should be made so that students can list all prospective careers.

g. **ACTIVITY SHEET 9 (VI-4-30): CONSIDERING TWO TENTATIVE CAREERS**

NOTE

Stress to the students the importance of completing this activity with careful thought and honesty.

h. **ACTIVITY SHEET 10 (VI-4-31): CHOOSING A TENTATIVE CAREER CLUSTER AND SETTING GOALS**

(1) Instruct the students to choose a tentative career.

(2) Stress the importance of having career alternatives should their career become unattainable.

(3) Unit VI-6, *Making a Tentative Graduation Plan*, included in this guide, will give students instruction and application in making decisions concerning courses to take in high school that will help them in accomplishing career goals.

NOTE

Please encourage parent/guardian input.

i. **ACTIVITY SHEET 11 (VI-4-32, 33): A GUIDE FOR EVALUATING CAREER DECISIONS** may be used at any point that the student wishes to evaluate his/her career choice.

II. Unit VI-4 Test (VI-4-34, 35, 36)

III. Answers to Activity Sheets and Unit VI-4 Test (VI-4-37, 38)

UNIT VI

Module 4: *Making Career Plans*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

1.	**DISABILITY**	a condition that impairs the ability to perform activities of daily living
2.	**MOTIVATION**	a strong desire, feeling, etc., that makes you want to do something
3.	**PERSONAL REQUIREMENTS**	those things needed in a career, such as ability to get along well with others, an even temperament, ambition, a neat appearance, emotional stability, etc.
4.	**PHYSICAL REQUIREMENTS**	those things needed in a career, such as good vision, good hearing, normal color vision, full use of all limbs, etc.
5.	**SHADOWING**	the process of observing a worker at the work site to determine the actual job tasks performed

ACTIVITY SHEET 1: UNDERSTANDING TERMS

DIRECTIONS: Make five complete sentences using each of the following words.

disability **motivation** **shadowing**

personal requirements **physical requirements**

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

INFORMATION SHEET 2: MAKING CAREER DECISIONS

I. You Should Start Making Career Decisions Now

A. Most people leave career decisions to chance; therefore, they are never really happy with what they do for a living.

B. Most careers require at least some education and/or training after high school.

C. Most educational and/or training programs require their students to complete certain courses in high school before enrolling in their programs.

D. Having a plan or goal *now* of what career you would like to have in the future can help you choose courses in high school that will help prepare you for the education and/or training needed in order to reach your career goal.

II. Facts About Career Decision Making

A. Career decision making is an on-going process. You may want to change careers several times during your life.

B. There are no perfect careers; no one career totally matches everything about yourself and everything you desire!

C. Change in both you and in the world of work is certain; learn to accept change, rather than fight it.

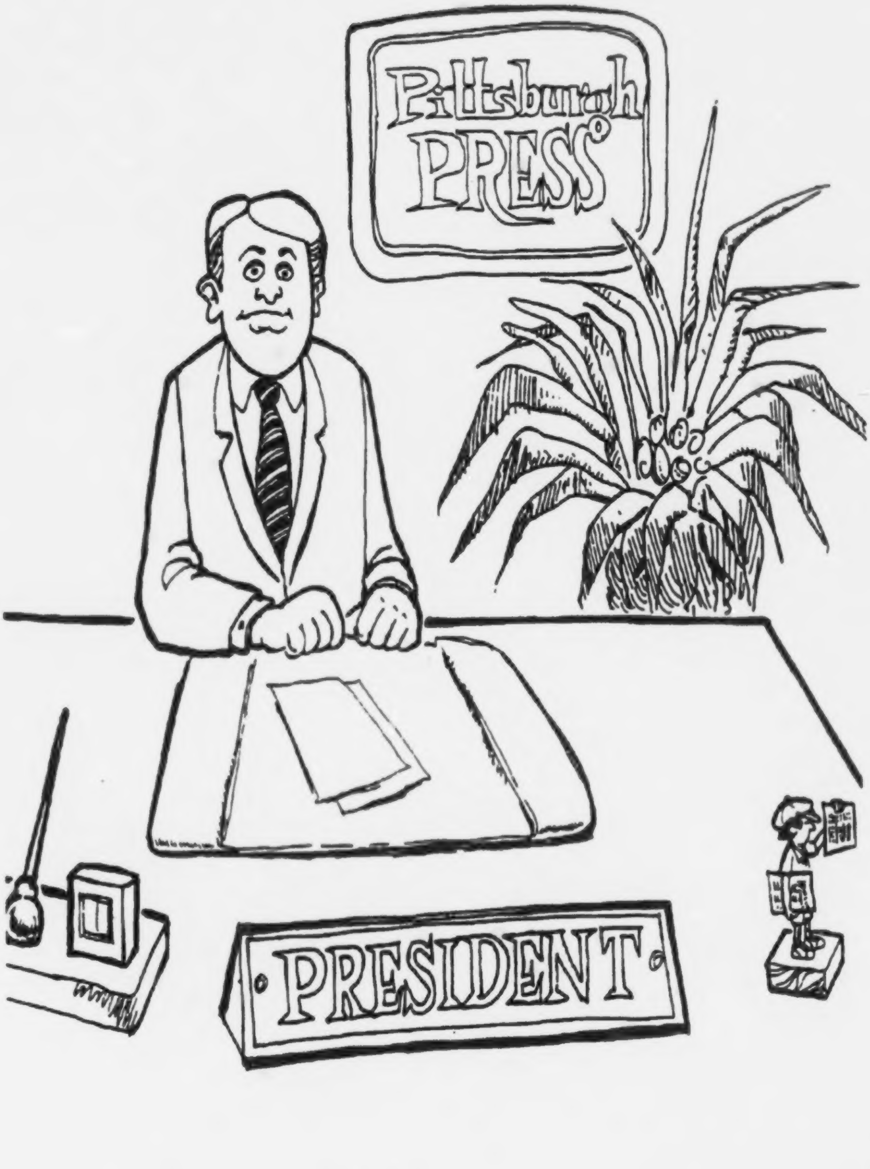
D. Most people could probably be successful and happy in a number of different careers.

E. Career decisions may prove to be unreachable because the job market may change, or you may run out of time, money, or motivation, or outside forces such as marriage and family may prevent you from pursuing the career you wish.

START THE CAREER DECISION-MAKING PROCESS *NOW!*

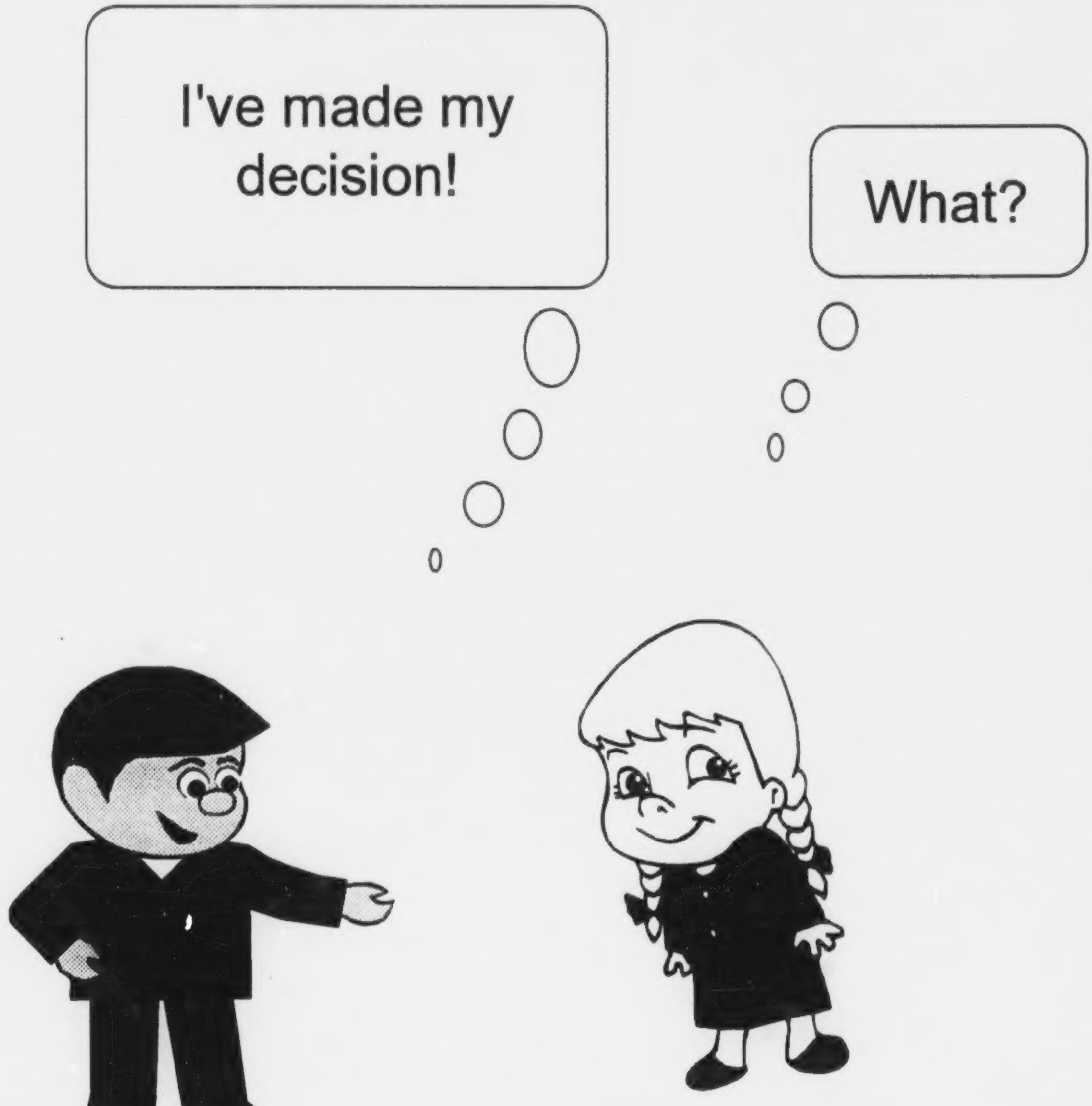
TM 1

ALL I EVER WANTED TO DO WAS DELIVER NEWSPAPERS

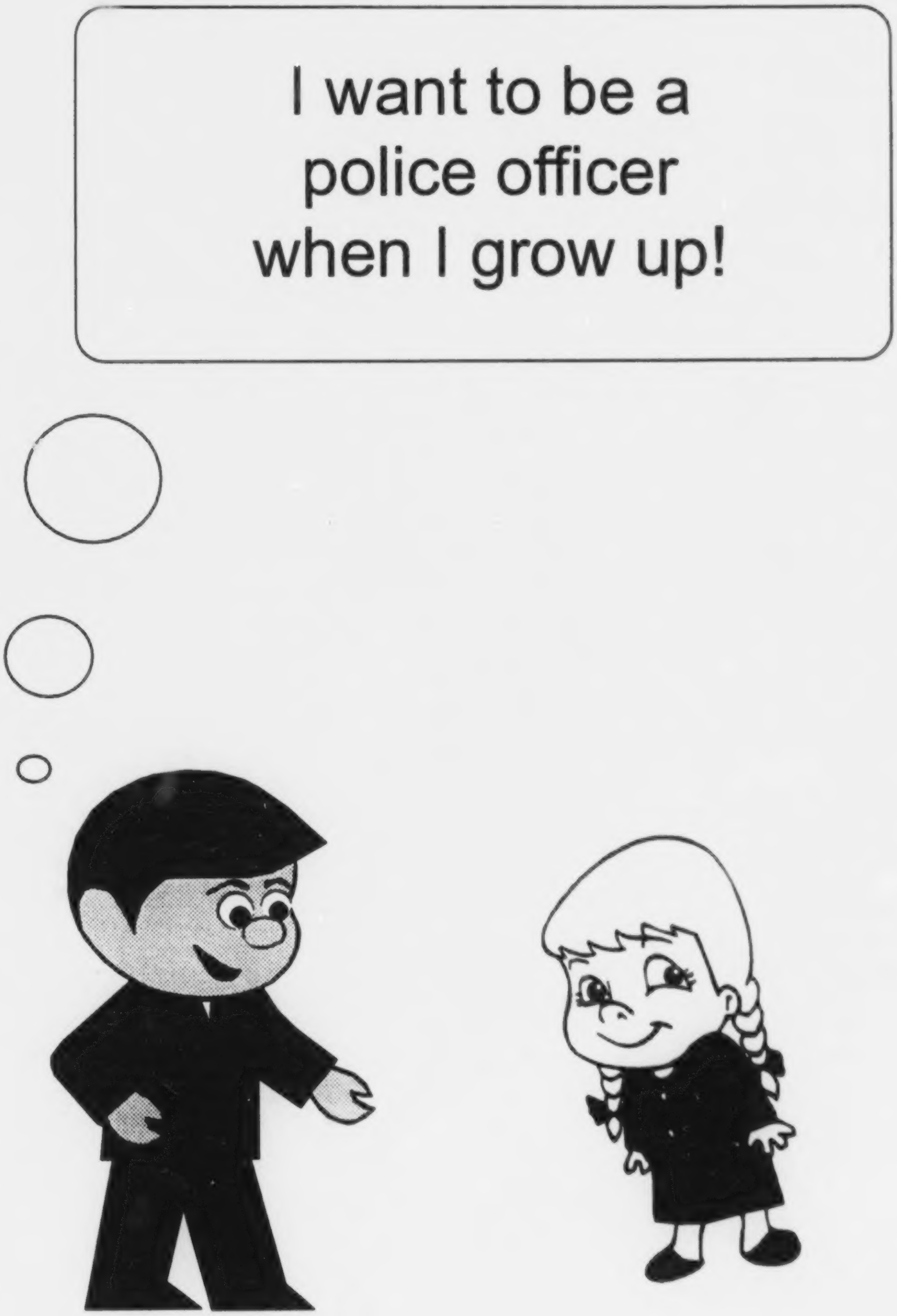

Pittsburgh PRESS
PRESIDENT

TM 2

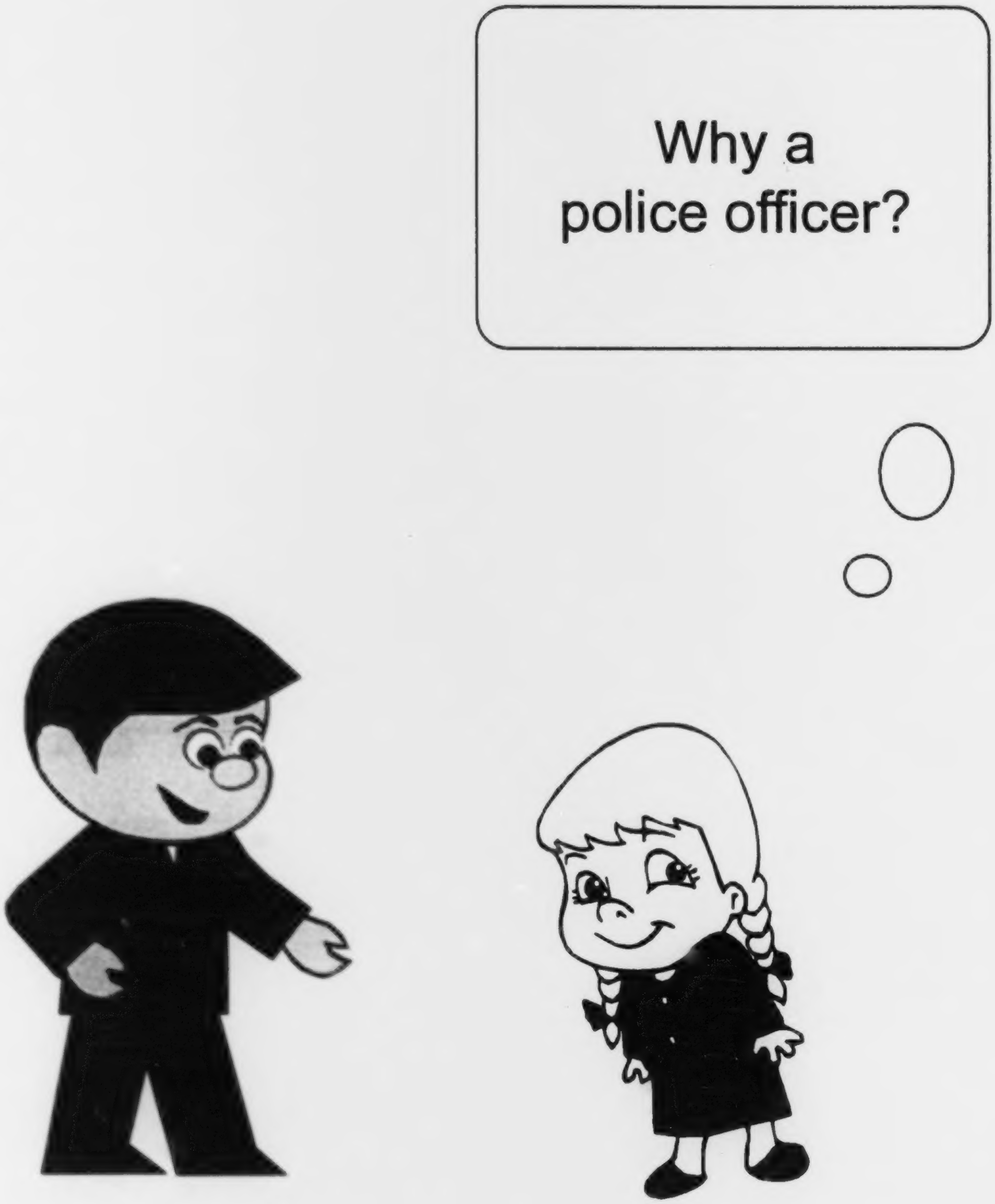
CAREER DECISION MAKING SHOULD BE DONE ONLY AFTER MUCH THOUGHT


I've made my decision!
What?

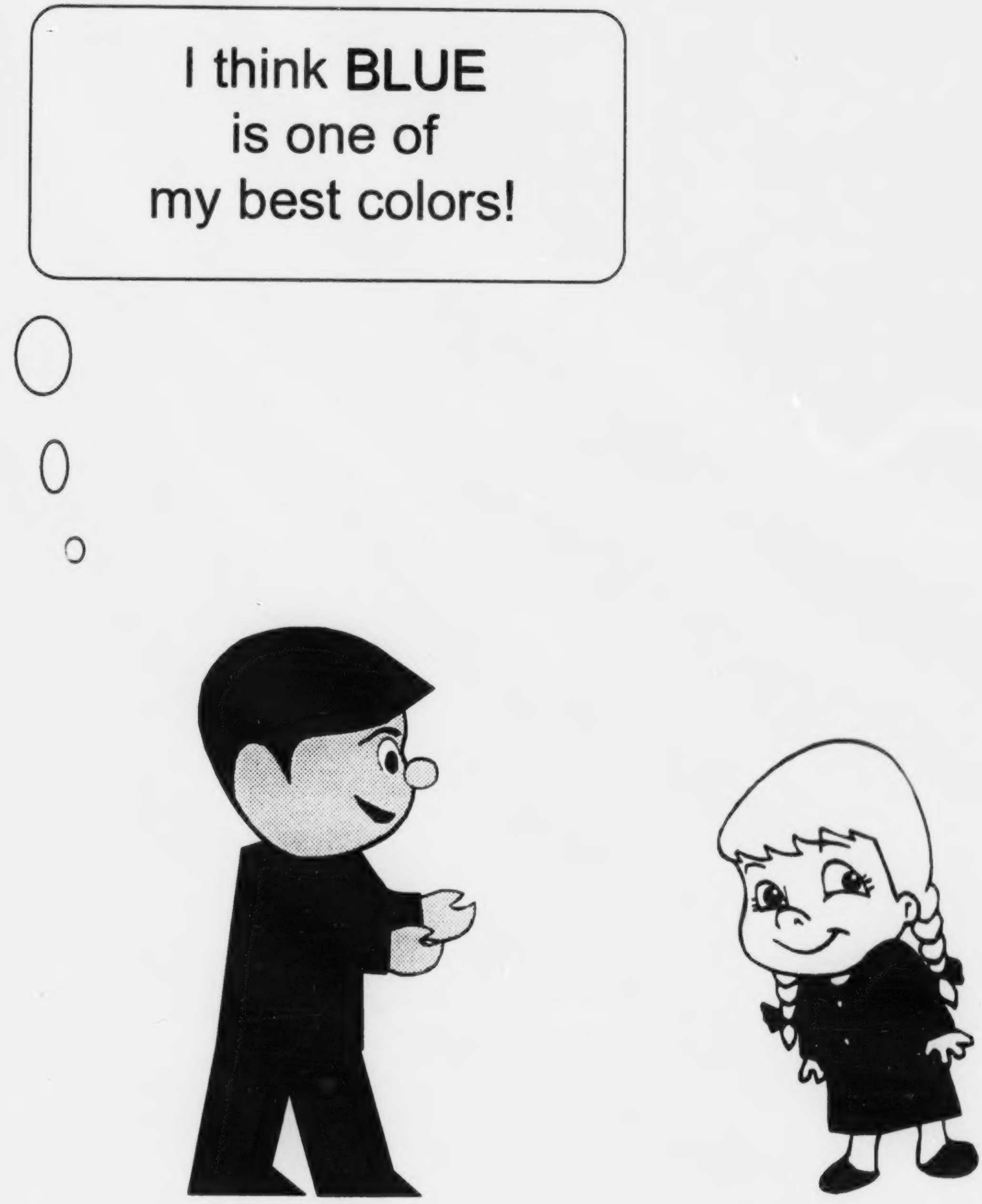
TM 3


I want to be a police officer when I grow up!

TM 4


Why a police officer?

TM 5


I think **BLUE** is one of my best colors!

TM 6

ACTIVITY SHEET 2: SURVEY OF CAREER CHOICE--ACCIDENT OR PLANNED?

DIRECTIONS:

A. Ask your parents, teachers, neighbors, relatives, etc., the following questions.

B. Tally the answers.

C. Share your information with the class.

	TOTAL	
	Yes	**No**
1. Did you plan the career you have now?		
2. Are you happy with the career you have?		
3. Is there another career you would like to have?		
4. If you could change careers at this point in your life, would you?		
5. Would you have liked help in making career decisions when you were younger?		

ACTIVITY SHEET 3: SURVEY OF CAREER MOVES

DIRECTIONS: A. Ask your parents, teachers, neighbors, relatives, etc., the following questions.

B. Share your information with the class.

NOTE You should interview at least five different people.

INTERVIEWEES' NAMES	How many times have you changed jobs?	What was the main reason for changing jobs?	Are you happy with the career you now have?	Did you receive any help in making your career decisions?	Would you have taken a course that taught you career decision-making steps, if it were offered?

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INFORMATION SHEET 3: CAREER DECISION-MAKING STEPS

I. Know Yourself.

- A. Your interests.
- B. Your strengths and weaknesses.
  1. Your abilities.
  2. Your aptitudes.
  3. Your ability to cope with change.
  4. Your leadership traits.
- C. The lifestyle you wish to have.
- D. Your physical characteristics.

  EXAMPLE: Do you have a physical disability that would make it difficult for you to do specific tasks required of a career?
- E. Your personality characteristics.
  1. Do you get along with most people?
  2. Do you have a hard time holding your temper?
- F. Ask yourself what you want out of work.
  1. The amount of money you wish to make.
  2. Whether prestige is important to you.
  3. Whether job security is important to you.
  4. The amount of leisure time you wish to have.
  5. The type of working conditions.

II. List All the Careers You Think You Would Like to Have.

N
O
T
E

Do not reject any careers at this point.

III. Gather Occupational and Labor Market Information Concerning Careers That Interest You.

- A. What are the educational requirements?
- B. What are the training requirements?
- C. What are the abilities and/or aptitudes required?
- D. What are the physical requirements?
- E. What are the personality requirements?
- F. What are the working hours?
- G. What is the salary range?
- H. Is it a prestigious career?
- I. What is the outlook for the career?

IV. Match What You Know about Yourself to the Information You Gathered about the Careers.

V. Choose the Career That **Best** Matches What You Know about Yourself and **Act** on Your Decision.

- A. Set goals for reaching your career.
- B. Make plans for reaching your goals.

VI. Review Often and Modify Your Decision if Necessary.

- A. As you experience new things, your interests may change.
- B. Check the outlook of the career often; it could no longer exist by the time you are ready to enter it.
- C. Those things important to you in a career could change as you grow older.

VII. Your Activities Today Could Impact Your Future Career Options

- A. Drug testing
- B. Obtaining a Criminal Record
- B. Attendance in school

STEPS TO CAREER DECISION MAKING:

1. **Know yourself.**
2. **List all the careers you think you would like to have.**
3. **Gather OCCUPATIONAL and LABOR MARKET information.**
4. **Match what you know about yourself to the information you gathered about the careers.**
5. **Choose the career that BEST matches what you know about yourself and *ACT* on that decision.**
6. **Review often and modify your decision if necessary.**

TM 7

ACTIVITY SHEET 4: FACTS ABOUT YOURSELF

DIRECTIONS: List those things you know about yourself in the appropriate columns.

INTERESTS	ABILITIES	APTITUDES	LIFESTYLE NEEDS	OTHER FACTS ABOUT YOURSELF

ACTIVITY SHEET 5: LISTING POSSIBLE CAREERS

DIRECTIONS: You've been investigating many career opportunities while taking this course. List 15 careers that you would be interested in pursuing.

INFORMATION SHEET 4: CLUSTERING CAREERS

INTRODUCTION TO OCCUPATIONAL CLUSTERS: THE FIFTEEN OCCUPATIONAL CLUSTERS

Agri-Business and Natural Resources: It is a group of occupations involved in getting raw materials from the earth; regulated by the U.S. Department of Agriculture.

Business and Office: It is a group of occupations involved in the recording and processing of data in business offices.

Communications and Media: It is a group of occupations involved in the preparation and presentation of oral or written communications to the public.

Construction: It is a group of occupations involved in all phases of the building industry.

Consumer and Homemaking: It is a group of occupations involved in the improvement of family living.

Environment: It is a group of occupations involved in the protection and conservation of nature, natural resources, and the earth's inhabitants.

Fine Arts and Humanities: It is a group of occupations involved in the advancement of the arts, religion, and culture.

Health: It is a group of occupations involved in providing services and facilities to maintain the health of people.

Hospitality and Recreation: It is a group of occupations involved in promoting entertainment and tourism.

Manufacturing: It is a group of occupations involved in the design and assembly of products.

Marine Science: It is a group of occupations involved in the discovery and cultivation of food and minerals from oceans, lakes, and rivers.

Marketing and Distribution: It is a group of occupations involved in influencing people to buy a product or service and shipping products from manufacturer to seller.

Personal Services: It is a group of occupations involved in personal improvement; the comfort and appearance of a person, and his or her possessions.

Public Services: It is a group of occupations involved in benefitting society as a whole; salaries are paid by taxes.

Transportation: It is a group of occupations involved in moving people and things from one place to another.

EXAMPLE OF OCCUPATIONS CLASSIFIED IN EACH CLUSTER

I. **Agri-Business and Natural Resources**

- Cattle Rancher
- Food and Drug Inspector
- Veterinarian
- Zoologist
- County Agricultural Extension Agent

II. **Business and Office**

- Accountant
- Data Systems Analyst
- Court Reporter
- Secretary
- Bank Cashier

III. **Communications and Media**

- News Reporter
- Telephone Operator
- Newspaper Editor
- Announcer
- Sound Effects Engineer

IV. **Construction**

- Carpenter
- Plumber
- Welder
- Painter
- Surveyor

V. **Consumer and Homemaking**

- Dietitian
- Interior Decorator
- Bridal Consultant
- Consumer Service Specialist
- County Family and Consumer Sciences Extension Agent

VI. **Environment**

- Air Analyst
- Food and Drug Inspector
- Soil Conservationist
- Exterminator
- Milk Sampler

VII. **Fine Arts and Humanities**

- Poet
- Actor
- Clergy Member
- Curator
- Artist

VIII. **Health**

- Psychiatrist
- Medical Doctor
- Hospital Admininstrator
- Pharmacist
- Nurse

IX. **Hospitality and Recreation**

- Travel Agent
- Athletic Trainer
- Professional Athlete
- Clown
- Zoo Caretaker

X. **Manufacturing**

- Die Maker
- Machinist
- Sewing Machine Operator
- Quality Control Technician
- Laborer

XI. **Marine Science**

- Aquatic Biologist
- Diver
- Fish Farmer
- Sailmaker

XII. **Marketing and Distribution**

- Salesperson
- Store Manager
- Purchasing Agent
- Model
- Shipping Clerk

XIII. **Personal Services**

- Housekeeper
- Chauffeur
- Hair Stylist
- Dog Groomer
- Drycleaner

XIV. **Public Services**

- Police Officer
- City Manager
- Teacher
- Mail Carrier
- Water Treatment Plant Operator

XV. **Transportation**

- Truck Driver
- Airline Pilot
- Bus Driver
- Locomotive Engineer
- Navigator

ACTIVITY SHEET 6: RANKING YOUR CAREER OPTIONS

DIRECTIONS: The purpose of this activity is to give you insight into the career decision-making process. For example, if you listed two or more careers in Activity Sheet 5 that are within the same cluster, it might be a signal that you have an interest in other careers within the cluster. In addition, listing careers within the same cluster can give you an idea of job entry requirements.

A. If you had two or more careers listed within the same cluster, use that cluster as a basis for listing five other careers within the cluster and then rank them in order of preference.

B. If you did not list two careers within the same cluster, pick the career you listed that you most would like to pursue, find out which cluster it belongs to, and then list five careers within the cluster and rank them as instructed above.

CAREERS	**RANKING**

C. Name the career cluster here: ____________________

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D. Follow the directions listed above to determine your second career cluster choice.

CAREERS	**RANKING**

E. Name your second career cluster choice: ______________

ACTIVITY SHEET 7: RESEARCHING CAREERS

DIRECTIONS: List five careers from Activity Sheet 6 in the top columns, then fill in the information about the careers using available resources.

Careers					
Outlook					
Salary Range					
Education/Training Requirements					
Personal/Physical Requirements					
Working Conditions and Hours					
Rewards of Career					

ACTIVITY SHEET 8: MATCHING CAREERS TO WHAT YOU KNOW ABOUT YOURSELF

DIRECTIONS: You are now getting to a very important step in the career decision-making process. You must now match the information you gathered about the careers you would like to pursue to the information about yourself. To complete the chart, first list three careers you are interested in and then answer the questions.

Career	CAREER TITLE #1	CAREER TITLE #2	CAREER TITLE #3
Do I possess the intelligence and motivation to pursue the education/training required?			
Do I possess the physical requirements? If no, could the job be done with special tools or accommodations?			
Do I possess the personal requirements?			
Will the salary suit my future lifestyle?			
Will the working conditions suit my desires?			
Is the outlook ranked from Good-Excellent?			

ACTIVITY SHEET 9: CONSIDERING TWO TENTATIVE CAREERS

DIRECTIONS: Using the information you gained in Activity Sheet 8—MATCHING CAREERS TO WHAT YOU KNOW ABOUT YOURSELF . . .

A. Choose the two careers you feel most closely match what you know about yourself. Write these careers in the columns on the chart.

B. For each of the ten questions, place a checkmark under the career that rates the highest.

	CAREER TITLE #1	CAREER TITLE #2
1. Which best fits my ability level?		
2. Which best fits my aptitudes?		
3. Which has the education/training requirements in which I would most likely be successful?		
4. Which has the education/training requirements that I most likely will be able to afford?		
5. In which career am I most interested?		
6. Which comes closest to allowing me to lead the lifestyle I wish?		
7. Which career will provide me with the income level I most desire?		
8. Which career has the best outlook?		
9. Which career comes closest to providing me with the type of working conditions I desire?		
10. In which career do I feel I will be happiest?		

ACTIVITY SHEET 10: CHOOSING A TENTATIVE CAREER CLUSTER AND SETTING GOALS

DIRECTIONS: Whew! You are now at the most important step in the career decision-making process. Remember, choosing a career at this point in your life does not mean you have to stick to it forever!

1. State the career cluster that contained the most careers you would like to pursue here:

   ____

2. State the career that most closely matches what you know about yourself (from ACTIVITY SHEET 9):

   ____

3. Describe five short-range goals that will assist you in acquiring a career classified in your #1 career cluster.

   a.

   b.

   c.

   d.

   e.

ACTIVITY SHEET 11: A GUIDE FOR EVALUATING CAREER DECISIONS

DIRECTIONS: One of the important things to remember about the career decision-making process is that both you and the world of work are likely to change a great deal. That means that the decision you make now may not always be the one you want, nor the one that best makes use of your talents. The following checklist may be used at any point in your life when you want to make sure that your career decision is still **#1**.

Answer the following statements by checking the "yes" column if you agree with the statement or the "no" column if you do not agree with the statement, or if it does not apply to you.

	YES	**NO**
1. I've been thinking about other careers a lot lately.		
2. I will no longer be able to pursue the education/training needed to have the career I want.		
3. The outlook for the career I chose is no longer good.		
4. I have experienced new things that have caused my interests to sway in another direction.		
5. Something has happened in my life that would hurt my chances for having the career I want (**Example:** family, money, etc.).		
6. Those things that were important to me when I made my decision are no longer important (**Example:** prestige, salary amounts, etc.).		
7. The career I chose has changed a great deal since I made my decision; I'm afraid that I will not like it as well.		
8. I am no longer happy with my choice.		

		YES	NO
9.	Friends, relatives, teachers, etc., have told me that my choice was not a good one.		
10.	If I checked "yes" to most of the above statements, is it cause for me to change my career choice?		

If so, you may want to go through the career decision-making process again.

UNIT VI-4 TEST

A. Match the following terms with their definitions by placing the correct letter in the blank at the left.

____	1.	those things needed in a career, such as ability to get along well with others, an even temperament, ambition, a neat appearance, emotional stability, etc.	a. Disability
____	2.	a strong desire, feeling, etc., that makes you want to do something	b. Motivation
____	3.	the process of observing a worker at the work site to determine the actual job tasks performed	c. Personal requirements
____	4.	a condition of that impairs the ability to perform the activities of daily living	d. Physical requirements
____	5.	those things needed in a career, such as good vision, good hearing, normal color vision, full use of all limbs, etc.	e. Shadowing

B. Answer the following questions True if the statement is correct and False if the statement is incorrect by placing a "T" for True or an "F" for False in the space at the left.

_____ 1. Most people leave career decisions to chance; therefore, they never are really happy with what they do for a living.

_____ 2. Most careers do not require education and/or training after high school.

_____ 3. Most educational and/or training programs require their students to complete certain courses in high school before enrolling in their programs.

_____ 4. Having a plan or goal now of what career you would like to have in the future can help you choose courses in high school that will help prepare you for your education and/or training.

_____ 5. Once you make a career decision you never have to do it again.

_____ 6. Everyone has a career that is perfect for him/her.

_____ 7. Change in both you and the world of work is certain.

_____ 8. Most people could be successful and happy in a number of different careers.

_____ 9. Career decisions may be unreachable because of change in the job market.

_____ 10. Career decisions may be unreachable because outside forces such as marriage and family may prevent you from pursuing the career you wish.

C. Rank the following steps in the order that they need to be done in the career decision-making process.

____ a. List all the careers you have thought you would like to have.

____ b. Gather occupational and labor market information concerning careers that interest you.

____ c. Know yourself.

____ d. Review often and modify your decision if necessary.

____ e. Match what you know about yourself to the information you gathered about the careers.

____ f. Choose the career that best matches what you know about yourself and act on your decision.

D. Fill in the blanks by using the words listed below to complete the following statements.

plans	**change**	**goals**
remain the same	**best**	**act**

1. You should set __________ for reaching your career.
2. Those things important to you in a career could __________ as you grow older.
3. Choose the career that __________ matches what you know about yourself and __________ on your decision.

UNIT VI

Module 4: *Making Career Plans*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1-11

Evaluated to the satisfaction of the teacher; however, activities related to the career decision-making process should be checked carefully for accuracy in occupational/labor market information and the students' characteristics.

UNIT VI-4
ANSWERS TO UNIT TEST

A.

1. c
2. b
3. e
4. a
5. d

B.

1. T
2. F
3. T
4. T
5. F
6. F
7. T
8. T
9. T
10. T

C.

a. 2
b. 3
c. 1
d. 6
e. 4
f. 5

D.

1. goals
2. change
3. best; act

TEACHER PREPARATION

UNIT VI

Module 5: *Exploring the High School Curriculum*

Copy One Per Student (if desired):

INFORMATION SHEETS:
1 (VI-5-7)
2 (VI-5-10, 11, 12)
3 (VI-5-16)

ACTIVITY SHEETS:
1 (VI-5-8, 9)
2 (VI-5-15)
3 (VI-5-20)
4 (VI-5-21)
5 (VI-5-22)

UNIT VI-5 TEST (VI-5-23. [illegible] 5, 26)

Make Transparencies of:

- TM 1 (VI-5-13)
- TM 2 (VI-5-14)
- TM 3 (VI-5-17)
- TM 4 (VI-5-18)
- TM 5 (VI-5-19)

Each Student Will Need:

- for ACTIVITY SHEET 5 (VI-5-22): *Scissors, glue, marks-a-lots, etc.*

Additional Preparation:

- for ACTIVITY SHEET 2 (VI-5-15): *additional materials requested by students*
- for INFORMATION SHEET 3 (VI-5-16): *if possible, high school handbooks for students to use*

UNIT VI
Module 5: *Exploring the High School Curriculum*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (VI-5-7): TERMS AND DEFINITIONS**

1. Discuss the terms and definitions.
2. Have the students complete **ACTIVITY SHEET 1 (VI-5-8, 9): WORD FIND** to reinforce this area of instruction.

NOTE Recommend to students that they involve their parents/guardians in discussions and activities about exploring the high school curriculum.

B. **INFORMATION SHEET 2 (VI-5-10, 11, 12): LEARNING ABOUT HIGH SCHOOL REQUIREMENTS**

NOTE State graduation requirements may change in the future. Refer to your local board policy for current graduation requirements.

1. Discuss the information contained in the Information Sheet.
2. Use **TM 1 (VI-5-13): YOU WILL SOON HAVE TO MAKE A TENTATIVE GRADUATION PLAN FOR HIGH SCHOOL** to reinforce the importance of learning about high school requirements.
3. Stress the differences among the three graduation programs.
4. Use **TM 2 (VI-5-14): THREE TYPES OF PROGRAMS IN HIGH SCHOOL** to reinforce the identification of the three programs of study in high school.
5. The school counselor should be contacted to further explain changes in curriculum.
6. **ACTIVITY SHEET 2 (VI-5-15): HELPING GRUMBY'S STUDENTS PLAN FOR HIGH SCHOOL** will help students to identify reasons for the importance of planning for high school and will allow the students to apply information concerning programs of study and graduation requirements to "real life" situations.
    a. Students may use **INFORMATION SHEET 2: LEARNING ABOUT HIGH SCHOOL REQUIREMENTS** in this activity.
    b. Provide needed supplies requested by students.

c. Two methods of presentation may be used in this activity.

  (1) You may read the information from the Activity Sheet; inform them that you just received the letter.

  (2) You may copy the activity and give to each student.

d. You may prepare a thank-you letter from Mr. Grimshaw expressing appreciation for the students' help; this would further enforce the realism of this activity for the students.

C. **INFORMATION SHEET 3 (VI-5-16): LEARN WHAT IS OFFERED IN YOUR HIGH SCHOOL**

1. If possible, secure high school handbooks for all students.
2. Arrange for students to visit the high school prior to enrolling so that they can become accustomed to the change and have an opportunity to ask questions.
3. Use **TM 3 (VI-5-17): WHERE TO FIND OUT WHAT COURSES ARE AVAILABLE IN YOUR HIGH SCHOOL** to reinforce this area of instruction.
4. Reinforce the fact that even though many courses are required, there are still electives that must be chosen.
5. Use **TM 4 (VI-5-18): NO MATTER WHAT PROGRAM YOU CHOOSE, YOU STILL HAVE ELECTIVES** to reinforce this point.
6. Reinforce the fact that several specific courses can satisfy the requirements of a required course.
7. Stress to the students that their school district may not offer all the courses which may be selected to satisfy the required courses; therefore, they need to know courses it does offer.
8. Inform the students of the importance of knowing whether a course has a prerequisite and what the prerequisite is.
9. Use **TM 5 (VI-5-19): MANY COURSES HAVE PREREQUISITES** to reinforce this point.

10. **ACTIVITY SHEET 3 (VI-5-20): DISCOVERING HIGH SCHOOL PROGRAMS** will aid the students in understanding your high school's course offerings.

    a. Arrange for one or several of the following resource persons to speak to the class.

        (1) High school counselor

        (2) High school principal

        (3) High school teachers

    b. Students presently in high school can often provide a motivating presentation to students entering high school. Various student organizations could be grouped to provide a presentation. Examples are:

        (1) Student Council

        (2) National Honor Society

        (3) Vocational youth organizations

        (4) Key Club

11. **ACTIVITY SHEET 4 (VI-5-21): PREREQUISITES CAN MAKE A DIFFERENCE** will help students to understand the meaning of the term prerequisite.

NOTE

> This activity is also an excellent source for "laying out" what courses to take in high school and in what order they must be completed.

12. **ACTIVITY SHEET 5 (VI-5-22): RESEARCHING THE HIGH SCHOOL CURRICULUM** will give students an opportunity to identify courses which will prepare them for future education and/or training and eventually for their future careers.

    a. Provide resources for students to use in preparing the brochures.

    b. Provide scissors, glue, marks-a-lots, etc. to design the brochures.

    c. Allow students to view all completed brochures.

II. Unit VI-5 Test (VI-5-23, 24, 25, 26)

III. Answers to Activity Sheets and Unit VI-5 Test (VI-5-27, 28)

UNIT VI
Module 5: *Exploring the High School Curriculum*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

1.	**ACHIEVEMENT RECORD**	a listing of courses taken in high school, the grades received in the courses, the number of credits awarded, accomplishments, and achievements
2.	**TRANSCRIPT**	a copy of your record in school showing the grades you received in your courses; required for admission to most colleges and universities
3.	**CURRICULUM**	the course or plan of study in a school
4.	**CREDIT**	official recognition of successful completion of a course
5.	**FRESHMAN ORIENTATION**	the act of making a student entering the ninth grade in high school used to the new situation

NOTE A review of requirements, policies, etc. is usually given at freshman orientation.

6.	**ELECTIVE COURSES**	those courses that you *choose* to take
7.	**PREREQUISITE**	something that is needed before something else can happen or be done

EXAMPLE: Before taking Algebra II, you must take Algebra I.

8.	**REQUIRED COURSES**	those courses that must be taken to meet your school district's or the state's requirements for graduation
9.	**SEMESTER**	either of the two terms which usually make up a school year
10.	**UNIT**	means the same as credit; one unit is equal to one credit

ACTIVITY SHEET 1: WORD FIND

DIRECTIONS: Using the following terms, first complete the sentence and then locate the term in the word find.

Achievement
Curriculum
Elective
Required
Transcript
Credit
Orientation
Prerequisite
Semester
Unit

A B T I J L D B H Y W E C S P L M H N U C
M U O P F C Z U K C H F H W E C N K I S Y
F O C U R R I C U L U M D Y W O A D I B M
E B P K L E E G T H I J V Z D A C G T S J
W E R E B Q T Y R E I P J V T S H H I P V
T O E E V U W O I N B W Q I E N I X C I P
Q P R W C I N K L V S E M E S T E R P U Y
E S E R Y R B J O N I P F R E S V U O Z E
V U Q F U E H P C R D T L N U X E N P L S
S O U U W D D E O I I W U Y T L M E B I M
W I I E V B N I K D W E N O L P E V O L T
X C S S R I V N E O Q S N L R J N K L U W
S I I C W U Y R W O U E M T L K T J U M O
Q U T N X Y C O M K N A I Z A B S L O N J
W E E I T X J P L N I B V J D T W O L Q P
S T R A N S C R I P T W I H I D I P Y I N
E U B J O P D C F G H Y R S X H J O C Z T
R O D E L E C T I V E G U O V D V I N T C
F I N H J L E X F T B U I O P S X Z R G B
C U O L M V D W S Z C Y U P H N E C S W U

1. The course or plan of study in school is the ____________________.
2. ____________________ courses are those courses that you choose to take.
3. Those courses that must be taken to meet your school district's or the state's requirements for graduation are ____________________ courses.
4. The official recognition of successful completion of a course will earn you a ____________________.
5. A(n)____________________ record is a listing of courses taken in high school, the grades received in the courses, the number of credits awarded, accomplishments, and achievements.
6. The act of making a student entering the ninth grade in high school used to the new situation is freshman ____________________.
7. A ____________________ is something that is needed before something else can happen or be done.
8. Either of the two terms which usually make up a school year is called a ____________________.
9. ____________________ means the same thing as a credit.
10. A copy of your record in school showing the grades you received in your courses is called a ____________________.

INFORMATION SHEET 2: LEARNING ABOUT HIGH SCHOOL REQUIREMENTS

I. Why You Need to Know What Courses Are Available in High School

  A. You will soon have to make a tentative graduation plan.

    1. You will need to know what courses are required for graduation.

    2. You will need to know the required courses and elective courses available at your high school.

  B. You need to choose courses that will help to prepare you for:

    1. A career

    2. Further education and/or training

II. The Three Types of High School Programs in Texas

  A. Required

    1. Requires 22 credits for graduation

    2. Courses that must be completed for graduation:

      a. **English Language Arts**--4 credits

        (1) English I, II, III

        (2) The 4th credit of English may be satisfied by English IV, Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literary Genres, Business Communications, Journalism, or concurrent enrollment in a college English course.

      b. **Mathematics**--3 credits (to include Algebra I)

      c. **Science**--2 credits (to include one from Biology, Chemistry, or Physics)

      d. **Social Studies**--2 1/2 credits

        (1) World History Studies or World Geography Studies--1 credit

        (2) United States History (since Reconstruction)

        (3) United States Government--1/2 credit

   e. **Economics**, with emphasis on the free enterprise system and its benefits--1/2 credit

   f. **Academic Elective**--1 credit from World History, World Geography, or any science course

   g. **Physical Education**--1 1/2 credits (including 1/2 credit in Foundations of Personal Fitness)

   h. **Health Education**--1/2 credit (Health or Health Science Technology)

   i. **Speech**--1/2 credit

   j. **Technology Applications**--1 credit

   k. **Electives**--5 1/2 credits

B. Recommended High School Program

   1. Requires 24 credits for graduation

   2. Courses that must be completed for graduation:

      a. **English Language Arts**--4 credits (English I, II, III, and IV)

      b. **Mathematics**--3 credits (Algebra I, Algebra II, and Geometry)

      c. **Science**--3 credits (from Integrated Physics and Chemistry, Biology, Chemistry, or Physics)

      d. **Social Studies**--3 1/2 credits (including World History Studies, World Geography Studies, U.S. History Studies since Reconstruction, and Government)

      e. **Economics**--1/2 credit

      f. **Other Language**--2 credits (Level I and II in the same language)

      g. **Physical Education**--1 1/2 credits (including 1/2 credit in Foundations of Personal Fitness)

      h. **Health Education**--1/2 credit (Health or Health Sciences Technology)

      i. **Fine Arts**--1 credit

      j. **Speech**--1/2 credit

      k. **Technology Applications**--1 credit

      l. **Electives** (option I, II, or III)--3 1/2 credits

C. Distinguished Achievement Program

1. Requires 24 credits for graduation
2. Courses required for graduation:
    a. **English Language Arts**--4 credits (English I, II, III, and IV)
    b. **Mathematics**--3 credits (Algebra I, Algebra II, and Geometry)
    c. **Science**--3 credits (from Integrated Physics and Chemistry, Biology, Chemistry, or Physics)
    d. **Social Studies**--3 1/2 credits (including World History Studies, World Geography Studies, U.S. History since Reconstruction, and Government)
    e. **Economics**--1/2 credit
    f. **Other Language**--3 credits (Level I, II, and III of the same language)
    g. **Physical Education**--1 1/2 credits (including 1/2 credit in Foundations of Personal Fitness)
    h. **Health Education**--1/2 credit (Health or Health Science Technology)
    i. **Fine Arts**--1 credit
    j. **Speech**--1/2 credit
    k. **Technology Applications**--1 credit
    l. **Electives** (option I, II, or III)--2 1/2 credits
    m. **Advanced Measures**--(any combination of 4 of the following: original research/project, test data, college courses with 3.0 or higher on courses that count for college credit)

TM 1

YOU WILL SOON HAVE TO MAKE A TENTATIVE GRADUATION PLAN FOR HIGH SCHOOL

1. You need to know what courses are *REQUIRED* for graduation

2. You need to know what *ELECTIVES* are available in your high school

THREE TYPES OF PROGRAMS IN HIGH SCHOOL:

1. Required Program

2. Recommended Program

3. Distinguished Achievement Program

TM 2

ACTIVITY SHEET 2: HELPING GRUMBY'S STUDENTS PLAN FOR HIGH SCHOOL

DIRECTIONS: Grumby is a very small town--so small that there are only ten students who will graduate in the year 2000 from Grumby High School. Mr. Grimshaw, Grumby High School Principal, needs all the help he can get. He and the teachers of Grumby High School have tried and tried to explain the importance of planning for high school and the new graduation requirements to these ten students--with no luck. Mr. Grimshaw feels that if students from across the state could express their veiws to these students, maybe, just maybe, it would finally sink in. Mr. Grimshaw is not picky. He will take your help in any way. Mr. Grimshaw provided a list of ways you could help. You choose the way that you feel best explains the high school graduation requirements to these students.

AREAS TO COVER

Grumby High School students need to know:

1. Why planning their high school program is so important
2. The three programs of study
3. The number of credits required for each program of study
4. The definition of the terms "credit" and "unit"
5. The major differences among the three programs of study

SUGGESTIONS FOR PROVIDING THE ABOVE INFORMATION

1. A tape recording.
2. A letter to the year 2000 graduating class of Grumby High School.
3. A handbook (illustrated, of course).

REMEMBER: Explain the information in such a way that all Grumby High School students will understand.

INFORMATION SHEET 3: LEARN WHAT IS OFFERED IN YOUR HIGH SCHOOL

I. How to Find What Courses Are Available to You in Your High School

- A. Check to see if your high school has a handbook with a listing of the courses offered and an explanation of what is covered in the courses.
- B. Your school counselor can help you discover what courses are available to you in high school.
- C. Talk to the teachers who teach in the high school to find out what they teach in their classes.
- D. Check to see if your high school has a freshman orientation—if so, attend!
- E. Talk to students in the high school; they can often tell you what is taught in the classes and whether they feel it is worthwhile to take the courses.

II. If So Many Courses Are Required, Why Worry about What Courses to Take?

- A. If you choose the Required high school program, you will have five and one-half electives you must select.
- B. If you choose the Recommended high school program, you will have three and one-half electives you must select.
- C. The electives you choose should help prepare you for:
  1. Further education and/or training
  2. Your future career
- D. You have several different courses from which to choose to satisfy the required courses such as English, math, and science.
- E. Most school districts cannot offer all of the courses that can be used to fulfill this requirement; therefore, you need to know what courses are available.
- F. Many courses have prerequisites.
  1. Prerequisites are necessary so that you can have background information and knowledge before entering the course.
  2. The prerequisite saves time given to instruction of subject matter which could have been given earlier in school.
  3. Prerequisites allow instruction to be devoted to more important information.

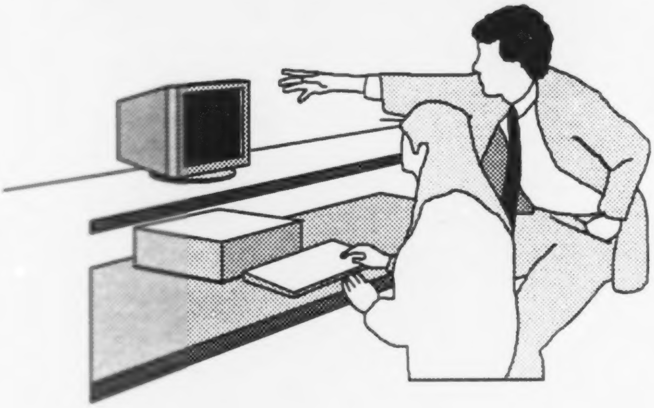
WHERE TO FIND OUT WHAT COURSES ARE AVAILABLE IN YOUR HIGH SCHOOL:

- **Handbook**
- **Counselor**
- **Teachers**
- **Students**
- **Freshman Orientation**

TM 3

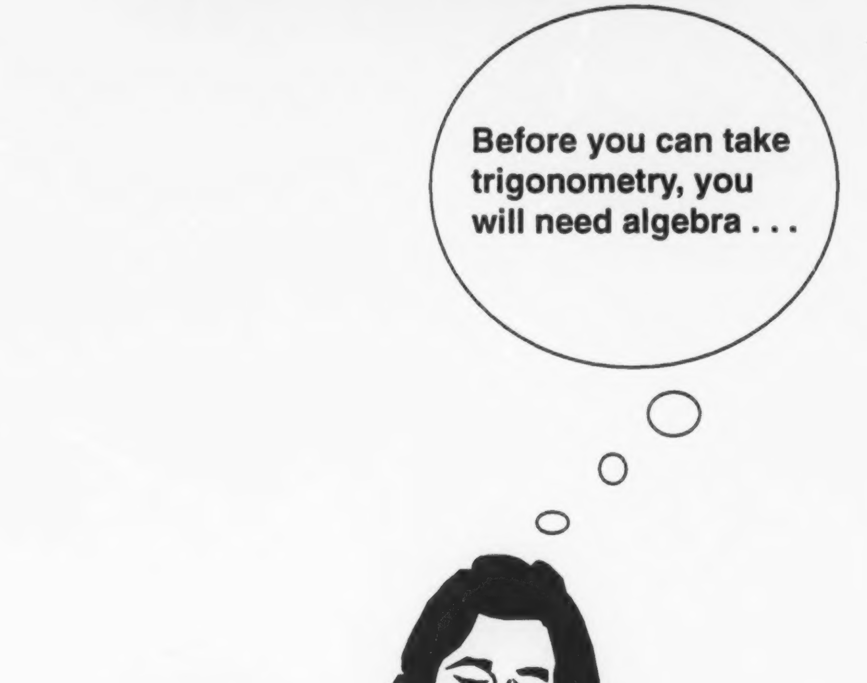
NO MATTER WHAT PROGRAM YOU CHOOSE, YOU STILL HAVE ELECTIVES

- ✖ REQUIRED PROGRAM--5 1/2 ELECTIVES
- ✖ RECOMMENDED PROGRAM--3 1/2 ELECTIVES
- ✖ DISTINGUISHED ACHIEVEMENT PROGRAM--2 1/2 ELECTIVES



TM 4

MANY COURSES HAVE PREREQUISITES


Before you can take trigonometry, you will need algebra . . .

TM 5

ACTIVITY SHEET 3: DISCOVERING HIGH SCHOOL PROGRAMS

DIRECTIONS: Several resource people can provide information on the courses available in your high school. Through presentations and follow-up questioning, you can gain valuable information about high school activities and programs. Below is a list of questions that would help you in learning more about local high school courses and programs.

1. What courses are offered to satisfy the required courses for graduation?

2. What electives are available in the high school?

3. Are there any requirements above what is required by the state?

4. What is covered in (______________________________)?
   name of course you are interested in

5. What organizations can I join?

ACTIVITY SHEET 4: PREREQUISITES CAN MAKE A DIFFERENCE

DIRECTIONS: Some courses require that you have certain knowledge from other courses prior to enrolling in them. These other courses are called prerequisites. Using resources available to you, such as a high school handbook, resource persons, etc., find which courses have prerequisites.

NOTE If your school district has several, list only those courses you are interested in taking.

1. In the first column, list the course name that has a prerequisite.
2. In the second column, list what the prerequisite is.

COURSE	**PREREQUISITE**

ACTIVITY SHEET 5: RESEARCHING THE HIGH SCHOOL CURRICULUM

DIRECTIONS: Using resource materials related to high school courses, design a brochure that will "sell" other students on a course in your high school. The brochure should include at least the following information:

1. Name of the class or course
2. Description of the course
3. Type of training received (if a career/technology course)
4. Prerequisites and requirements
5. Listing of education/training or career in which the course would be of benefit

Be sure to use your imagination in designing your brochures!

UNIT VI-5 TEST

A. Answer the following questions by circling the letter beside the correct answer.

1. A listing of courses taken in high school, the grades received in the courses, the number of credits awarded, accomplishments and achievements is a(an):

   a. credit
   b. curriculum
   c. achievement record
   d. none of the above

2. The course or plan of study in a school is a:

   a. freshman orientation
   b. curriculum
   c. semester
   d. unit

3. The act of making a student entering the ninth grade in high school used to this new situation is:

   a. elective courses
   b. prerequisite
   c. semester
   d. freshman orientation

4. Official recognition of the successful completion of a course will earn you a:

   a. transcript
   b. point
   c. credit or unit
   d. none of the above

5. Those courses you **choose** to take are:

   a. required courses
   b. elective courses
   c. semester
   d. none of the above

6. Something that is needed before something else can happen or be done is a(an):

   a. transcript
   b. prerequisite
   c. unit
   d. none of the above

7. Those courses that must be taken to meet your school district or state requirements for graduation are:

   a. elective courses
   b. required courses
   c. units
   d. none of the above

8. Means the same as a credit:

   a. semester
   b. unit
   c. transcript
   d. none of the above

9. A copy of your record in school showing the grades you received in your courses; required for admission into most colleges and universities is a(an):

   a. achievement record
   b. required courses
   c. transcript
   d. none of the above

10. Either of the two terms which usually make up a school year is known as:

   a. semester
   b. quarter
   c. term
   d. none of the above

B. Answer the following statements True or False by placing a "T" for True or an "F" for False in the space at the left.

_____ 1. One reason you need to know what courses are available to you in high school is that you will soon have to make a tentative graduation plan.

_____ 2. The three types of high school programs are: Required, Recommended, and Distinguished Achievement.

_____ 3. Your diploma will list your accomplishments, achievements, and courses completed.

_____ 4. You must complete 22 credits for graduation through the Required high school program.

_____ 5. The Recommended high school program requires you to complete 20 credits.

_____ 6. A seal will be attached to your transcript to show what type of program you completed in high school.

_____ 7. The physical education requirement of one and one-half units must include a course in personal fitness.

_____ 8. You must complete two units of foreign language for the Recommended high school program.

_____ 9. The Recommended high school program with honors requires 23 credits for graduation.

_____ 10. The courses you take within the Recommended high school program with honors have a greater depth of subject matter than that of the regular courses.

C. Place a check mark next to the best sources that can be used to help you find out what courses are available in high school.

___1. A handbook listing courses offered and an explanation of what information is covered in the courses

___ 2. Your school counselor

___ 3. An ex-student of your high school who graduated five years ago

___ 4. Teachers in your high school

___ 5. Attending a freshman orientation

D. Fill in the blanks of the following sentences using one of the following words:

required **three and one-half** **prerequisites** **eight** **electives**

career **different** **education/training** **seven** **five and one-half**

1. If you choose the Required high school program, you have ____________________ electives.

2. If you choose the Recommended high school program, you have ____________________ electives.

3. You have several different courses to choose from to satisfy the ____________________ courses such as English, math, and science.

4. Many courses have ____________________, which must be completed before other courses may be taken.

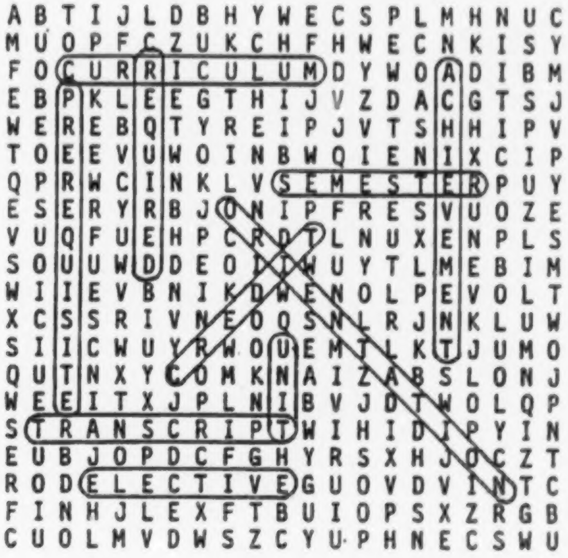
5. You should choose electives that will help prepare you for further ____________________ and your future ____________________.

UNIT VI

Module 5: *Exploring the High School Curriculum*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1



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A B T I J L D B H Y W E C S P L M H N U C
M U O P F C Z U K C H F H W E C N K I S Y
F O C U R R I C U L U M D Y W O A D I B M
E B P K L E E G T H I J V Z D A C G T S J
W E R E B Q T Y R E I P J V T S H H I P V
T O E E V U W O I N B W Q I E N I X C I P
Q P R W C I N K L V S E M E S T E R P U Y
E S E R Y R B J O N I P F R E S V U O Z E
V U Q F U E H P C R D T L N U X E N P L S
S O U U W D D E O I I W U Y T L M E B I M
W I I E V B N I K D W E N O L P E V O L T
X C S S R I V N E O Q S N L R J N K L U W
S I I C W U Y R W O U E M T L K T J U M O
Q U T N X Y C O M K N A I Z A B S L O N J
W E E I T X J P L N I B V J D T W O L Q P
S T R A N S C R I P T W I H I D I P Y I N
E U B J O P D C F G H Y R S X H J O C Z T
R O D E L E C T I V E G U O V D V I N T C
F I N H J L E X F T B U I O P S X Z R G B
C U O L M V D W S Z C Y U P H N E C S W U
```

1. curriculum
2. elective
3. required
4. credit
5. achievement
6. orientation
7. prerequisite
8. semester
9. unit
10. transcript

ACTIVITY SHEET 2

Grading should be based on accuracy of information presented and creativity.

ACTIVITY SHEETS 3-5

Evaluated to the satisfaction of the teacher.

BEST COPY AVAILABLE

UNIT VI-5

ANSWERS TO UNIT TEST

A.

1. c
2. b
3. d
4. c
5. b
6. b
7. b
8. b
9. c
10. a

B.

1. T
2. T
3. F
4. T
5. F
6. T
7. T
8. T
9. F
10. T

C.

1. X
2. X
3.
4. X
5. X

D.

1. five and one-half
2. three and one-half
3. required
4. prerequisites
5. education/training; career

TEACHER PREPARATION

UNIT VI

Module 6: *Making a Tentative Graduation Plan*

Copy One Per Student (If desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (VI-6-5)	1 (VI-6-6)
2 (VI-6-7, 8)	2 (VI-6-10)
	3 (VI-6-12, 13)
	4 (VI-6-14)
	5 (VI-6-15)
	6 (VI-6-16, 17, 18)
	7 (VI-6-19)

UNIT VI-6 TEST (VI-6-20, 21)

Make Transparencies of:

- TM 1 (VI-6-9)
- TM 2 (VI-6-11)

Each Student Will Need:

- for ACTIVITY SHEET 2 (VI-6-10): *Copies of your high school's course descriptions*

UNIT VI
Module 6: *Making a Tentative Graduation Plan*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (VI-6-5): TERMS AND DEFINTIONS**

1. Discuss the terms and definitions.
2. Have the students complete **ACTIVITY SHEET 1 (VI-6-6): SCHEDULING TERMS PUZZLE** to reinforce this area of instruction.

B. **INFORMATION SHEET 2 (V1-6-7, 8): MAKING A TENTATIVE GRADUATION PLAN**

1. Discuss reasons for making a tentative graduation plan.
2. Use **TM 1 (VI-6-9): MAKE A GRADUATION PLAN THAT WILL HELP PREPARE YOU FOR THE FUTURE** to reinforce your discussion of the information.
3. If some students have an idea of what college or university they would like to attend, assist them in finding information on the admission requirements of the college or university of their choice.
4. Stress that they will be completing a tentative graduation plan; they will be given an opportunity to make changes should they so desire.
5. Stress that under the new graduation requirements:
   a. The minimum number of credits that may be taken each semester is two and one-half units of credit.
   b. A grade of 70 is the minimum accepted to pass a course and receive credit.
   c. The social studies requirement of two and one-half credits must be satisfied by completing three specific courses.
   d. The other language requirement of the advanced program of study must be met by taking two courses of the same language.

6. Use **ACTIVITY SHEET 2 (VI-6-10): MATCHING COURSES TO CAREERS** to help students relate high school courses to career preparation, and use **TM 2 (VI-6-11): STEPS TO COMPLETING A GRADUATION PLAN** to assist students in understanding how to complete high school schedules.

7. Give students a handout describing the three graduation program options to assist them in completing **ACTIVITY SHEET 3 (VI-6-12, 13): CAN YOU PLAY THE HIGH SCHOOL GAME?**

8. **ACTIVITY SHEET 4 (VI-6-14): FINDING PREREQUISITES FOR REQUIRED COURSES** will assist students in identifying courses that must be taken before others and will also assist in arranging the courses into the appropriate grade levels.

NOTE Provide for each student a high school handbook that lists the prerequisites of courses in your high school. The high school principal and/or counselor should have surplus copies of these.

9. **ACTIVITY SHEET 5 (VI-6-15): FINDING PREREQUISITES FOR ELECTIVE COURSES** will assist students in locating any prerequisites of courses they wish to take.

10. **ACTIVITY SHEET 6 (VI-6-16, 17, 18): MAKING A ROUGH DRAFT OF YOUR HIGH SCHOOL SCHEDULE** will assist students in finalizing their choices for high school.

    NOTE You may want to customize this activity sheet to fit your campus schedule.

    a. Provide information to assist students in completing this Activity Sheet.

    b. Because many parents have a great deal of interest in their high school student's choice of courses, having the parents' input at this point will minimize any changes at a later time.

11. Completing **ACTIVITY SHEET 7 (VI-6-19): YOU HAVE SOMETHING TO BE PROUD OF!** will provide a neat, accurate copy of each student's schedule so that it may be transferred easily to the form required for scheduling purposes by your high school.

    NOTE You may want to use your own campus format instead of Activity Sheet 7.

II. Unit VI-6 Test (VI-6-20, 21)

463

III. Answers to Activity Sheets and Unit VI-6 Test (VI-6-23, 24, 25)

UNIT VI

Module 6: *Making a Tentative Graduation Plan*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

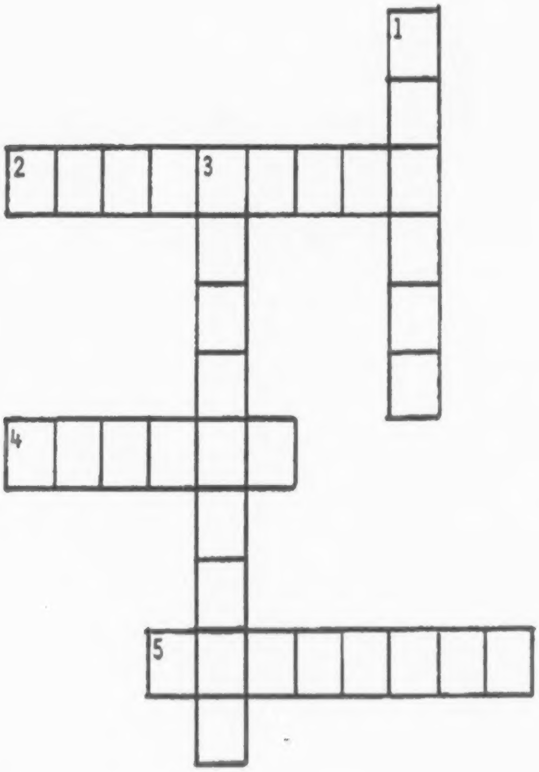
1.	**ADMISSION**	the act of entering
2.	**FRESHMAN**	a student in the ninth grade of high school
3.	**SOPHOMORE**	a student in the tenth grade of high school
4.	**JUNIOR**	a student in the eleventh grade of high school
5.	**SENIOR**	a student in the last year of high school

ACTIVITY SHEET 1: SCHEDULING TERMS PUZZLE

DIRECTIONS: Use each of the following terms to complete the puzzle below.

admission **senior** **freshman**

sophomore **junior**



ACROSS

2. The act of entering
4. A student in the eleventh grade of high school
5. A student in the ninth grade of high school

DOWN

1. A student in the last year of high school
3. A student in the tenth grade of high school

INFORMATION SHEET 2: MAKING A TENTATIVE GRADUATION PLAN

I. Reasons for Making a Tentative Graduation Plan

- A. Obtain the needed number of credits for graduation.
- B. Choose courses that will help prepare you for your future:
  - 1. Education and/or training
  - 2. Career
- C. Some colleges and universities have strict admission requirements:
  - 1. If you have an idea of what college or university you would like to attend, find out what the admission requirements are.
  - 2. Plan your schedule so that you will meet these requirements.

II. Points to Remember

- A. You will be given a chance every year to make changes in your schedule.

  NOTE Usually only with the approval of your counselor
- B. No more than two units of credit in physical education may be earned toward graduation requirements.
- C. A grade of 70 is the lowest you can make to pass a course and be awarded credit.
- D. Certain physical activities can substitute for the one and one-half credits of physical education required for graduation.

  NOTE Check with your school counselor if you are interested in this!
- E. If you wish to pursue the Recommended or Distinguished Achievement program of study, the other language requirement must be met by taking two or more courses of the *same* language.

III. Steps to Completing a Graduation Plan

A. First, ask yourself what you want to do after high school:

1. What career do you wish to have?

2. What education and/or training must you receive?

3. Do you plan to attend a college or university?

B. Based on your decisions, decide which program of study would best prepare you for your future:

C. Find out how many credits are required for your program of study.

D. Find out what the required courses are.

E. Find out how many credits will be used by *required* courses.

F. Decide how many credits are left; this is the number that will be used for electives.

G. Choose electives that will help prepare you for your future.

H. Determine what courses are offered each year of high school.

EXAMPLE: Some courses are for juniors and seniors only.

I. Determine the prerequisites of the courses.

EXAMPLE: English I must be taken before English II.

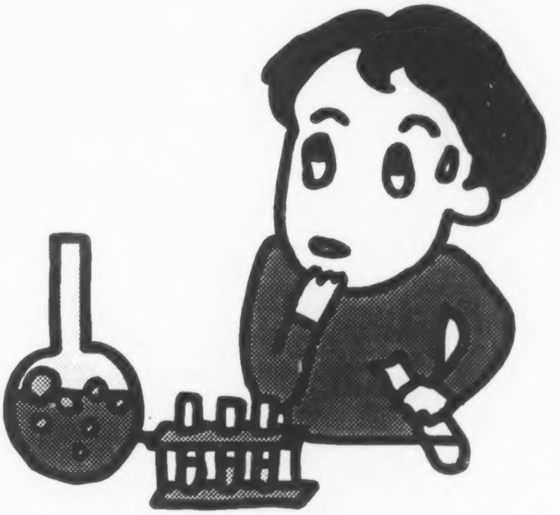
J. Fill in your required courses.

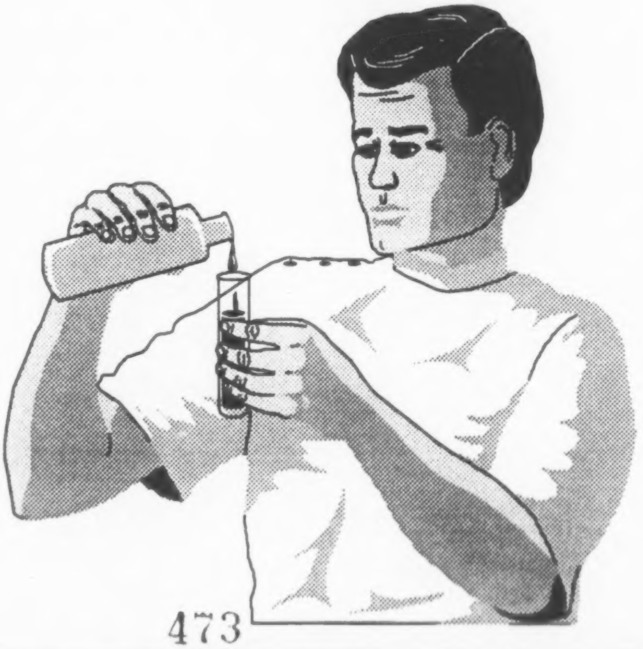
K. Fill in your electives.

L. Make sure your credits for the required courses and electives add up to the required credits for graduation.

M. Make sure your credits add up to the required credits for your program of study.

MAKE A GRADUATION PLAN THAT WILL HELP PREPARE YOU FOR THE FUTURE





TM 1

ACTIVITY SHEET 2: MATCHING COURSES TO CAREERS

DIRECTIONS: Use a copy of your high school's course descriptions to identify the courses that would be related to, or help you prepare for, a specific career you are interested in. You may also use information from other sources such as career guidebooks, on-line information, or guest speakers like a school counselor.

Job Title: ______________________

Related Courses:

____

____

____

____

____

____

____

____

____

____

STEPS TO COMPLETING A GRADUATION PLAN:

1. Ask yourself what you want to do after high school.
2. Based on your decision, decide which program of study best fits your needs or desires.
3. Determine the number of credits required for your program of study.
4. Determine the required courses.
5. Determine the number of credits used by required courses.
6. Decide how many credits are left--this is the number that may be used for electives.
7. Choose electives.
8. Determine the courses offered each year of high school.
9. Determine the prerequisites of the courses you plan to take.
10. Fill in your electives.
11. Make sure your credits equal those required for graduation.

TM 2

ACTIVITY SHEET 3: CAN YOU PLAY THE HIGH SCHOOL GAME?

STEP 1

What program of study do you wish to complete in high school?

____

STEP 2

How many credits do you need for graduation with the program of study stated in step 1?

____

STEP 3

How many credits of required courses do you need to graduate? __________

If you answered Recommended or Distinguished in step 1, go to step 4A.

STEP 4

How many credits do you need in these specific areas if you answered Required in step 1?

ENGLISH ______
MATHEMATICS ______
SCIENCE ______
SOCIAL STUDIES ______
ECONOMICS ______
HEALTH EDUCATION ______
P.E. (or alternative) ______
ACADEMIC ELECTIVE ______
SPEECH ______
TECH. APPLICATIONS ______

TOTAL ______

If the total equals the answer for step 3, go to step 5.

STEP 4A

How many credits do you need in these specific areas if you answered Recommended or Distinguished in step 1?

ENGLISH ______
MATHEMATICS ______
SCIENCE ______
OTHER LANGUAGES ______
SOCIAL STUDIES, GOV. ______
ECONOMICS ______
HEALTH ______
TECH. APPLICATIONS ______
FINE ARTS ______
P.E. ______
SPEECH ______

TOTAL ______

STEP 5

What is the minimum number of elective courses you need to graduate? ________

STEP 6

List the electives you would like to take and the number of credits you will receive.

ELECTIVES	CREDITS
______________	__________
______________	__________
______________	__________
	__________
TOTAL CREDITS	__________

STEP 7

If the total for #6 is equal to or more than #5, go to step 8.

STEP 8

Is the total for step 4 or 4A and step 6 equal to or more than step 2?
YES ____ NO ____

If the answer to # 8 is yes, you win a high school diploma!

ACTIVITY SHEET 4: FINDING PREREQUISITES FOR REQUIRED COURSES

DIRECTIONS: Fill in the course names offered by your school for each of your required courses in English, mathematics, science, and social studies. Then check with your school handbook or visit with your school counselor to list any prerequisites for these required courses.

COURSE TITLES	PREREQUISITE(S)
English (4 credits required)	

Mathematics (3 credits required)	

Science (2-3 credits required)	

Social Studies (2 1/2 - 3 1/2 credits required)	

ACTIVITY SHEET 5: FINDING PREREQUISITES FOR ELECTIVE COURSES

DIRECTIONS:

1. List the electives you would like to take in high school.
2. List any prerequisites for these courses.

ELECTIVES	PREREQUISITES

ACTIVITY SHEET 6: MAKING A ROUGH DRAFT OF YOUR HIGH SCHOOL SCHEDULE

DIRECTIONS: Using all available information, complete a rough draft of your tentative high school schedule. First, list all required courses that can be completed during each year of high school, and then list all electives. Write the letter "R" to the left of the course if it is required and "E" if it is an elective. To the right of the course, list the number of credits you will receive. Also to the right of the course title, place a check mark next to those courses that are related to, or will help you prepare for the career you are interested in.

FRESHMAN YEAR

E or R	Course Title	Credits
______	1. ______________________________	______
______	2. ______________________________	______
______	3. ______________________________	______
______	4. ______________________________	______
______	5. ______________________________	______
______	6. ______________________________	______
______	7. ______________________________	______
______	8. ______________________________	______

Total Required Credits ______
Total Elective Credits ______

Alternate Course: ______________________________ **Credit:** ______

SOPHOMORE YEAR

E or R	Course Title	Credits
______	1. ______________________________	______
______	2. ______________________________	______
______	3. ______________________________	______
______	4. ______________________________	______
______	5. ______________________________	______
______	6. ______________________________	______
______	7. ______________________________	______
______	8. ______________________________	______

Total Required Credits ______
Total Elective Credits ______

Alternate Course: ______________________________ **Credit:** ______

JUNIOR YEAR

E or R	Course Title	Credits
______	1. ______________________	______
______	2. ______________________	______
______	3. ______________________	______
______	4. ______________________	______
______	5. ______________________	______
______	6. ______________________	______
______	7. ______________________	______
______	8. ______________________	______

Total Required Credits ______
Total Elective Credits ______

Alternate Course: ______________________ **Credit:** ______

SENIOR YEAR

E or R	Course Title	Credits
______	1. ______________________	______
______	2. ______________________	______
______	3. ______________________	______
______	4. ______________________	______
______	5. ______________________	______
______	6. ______________________	______
______	7. ______________________	______
______	8. ______________________	______

Total Required Credits ______
Total Elective Credits ______

Alternate Course: ______________________ **Credit:** ______

Grand Total ______

(Add required and elective credits for all four years.)

THINGS TO DOUBLE-CHECK

YES	NO		
____	____	1.	Are all required courses listed for your program of study?
____	____	2.	Have you listed all electives required in your program of study?
____	____	3.	Have you entered the requirements of social studies: world history or world geography, one credit; United States history, one credit; United States government, one-half credit?
____	____	4.	Are your courses listed in the order in which they may be completed?
____	____	5.	Have you listed courses that are prerequisites for others?
____	____	6.	Do your total credits match what is required for graduation?

PARENT'S INPUT

I have read this ACTIVITY SHEET and agree with my son's/daughter's tentative schedule for high school. I understand that my son/daughter will be asked to complete another schedule for formal registration into high school.

Parent's signature: ____________________________ Date: _______________

ACTIVITY SHEET 7: YOU HAVE SOMETHING TO BE PROUD OF!

DIRECTIONS: Completing a high school schedule is no easy task! You've done it! Copy your rough draft of your high school schedule below.

HIGH SCHOOL SCHEDULE

9th Grade

Year: ________

Alternate

10th Grade

Year: ________

Alternate

11th Grade

Year: ________

Alternate

12th Grade

Year: ________

Alternate

UNIT VI-6 TEST

A. Match the following terms and definitions by placing the correct number in the blank at the left.

______1. Admission

______2. Freshman

______3. Junior

______4. Senior

______5. Sophomore

a. a student in the last year of high school

b. a student in the tenth grade of high school

c. the act of entering

d. a student in the ninth grade of high school

e. a student in the eleventh grade of high school

B. Answer the following statements True or False by placing a "T" for True or an "F" for False in the space at the left.

___ 1. One reason for making a tentative graduation plan is that you will know you have the needed number of credits for graduation.

___ 2. Choosing courses that will prepare me for my future is not important.

___ 3. Most colleges and universities do not have any admission requirements.

___ 4. A chance will be given for you to make changes to your schedule; that is, you are not "stuck" with taking the classes you say you want now.

___ 5. A minimum of two and one-half units of credit must be taken each semester in grades 9-12.

___ 6. High school schedules should be planned to meet the admission requirements of the college or university that you desire to enter.

___ 7. A grade of 70 is the lowest you can make to pass a course for credit.

___ 8. Certain physical activities can substitute for the one and one-half credits of physical education.

___ 9. The other language requirement of the advanced program can be met by taking two ***different*** language courses.

___ 10. No more than three units of credit in physical education may be earned toward graduation.

C. The following represents a reduced version of the steps that must be completed in designing a graduation plan. Rank the following steps in the order they must be completed.

___ a. Decide how may credits are left; this is the number that may be used for electives.

___ b. Fill in your electives.

___ c. Find out how many credits will be used by required courses.

___ d. Find out what the required courses are.

___ e. Choose electives.

___ f. Decide what program of study best fits your needs or desires.

___ g. Ask yourself what you want to do after high school.

___ h. Find out how many credits are required for your program of study.

___ i. Make sure your credits add up to the total amount required for graduation.

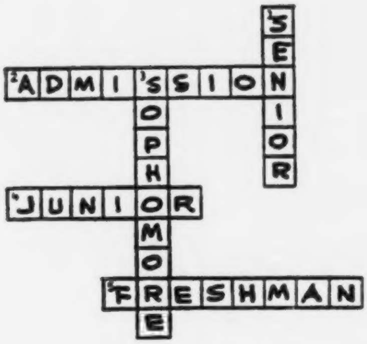
___ j. Make sure your credits add up to the total amount required for your program of study.

UNIT VI

Module 6: *Making a Tentative Graduation Plan*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1



ACTIVITY SHEET 2

Answers will vary.

ACTIVITY SHEET 3

STEP I—One of the following: Required, Recommended, Distinguished

STEP 2—22, Required; 24, Recommended; 24, Distinguished

STEP 3—16.5, Required; 20.5, Recommended; 21.5, Distinguised

STEP 4—

English	4
Mathematics	3
Science	2
Social studies	2.5
Economics	.5
Health Ed.	.5
Physical Ed.	1.5
Academic Elective	1
Speech	.5
Tech. Applications	1
TOTAL	**16.5**

STEP 4A-

	RECOMMENDED	**DISTINGUISHED**
English	4	4
Mathematics	3	3
Science	3	3
Other Language	2	3
Social Studies	3.5	3.5
Economics	.5	.5
Health Ed.	.5	.5
Tech. Applications	1	1
Fine Arts	1	1
Physical Ed.	1.5	1.5
Speech	.5	.5
TOTAL	**20.5**	**21.5**

STEP 5—5.5, Required; 3.5, Recommended; 2.5, Distinguished

STEPS 6-8—Evaluated to the satisfaction of the teacher; answers should be matched to electives available in your high school.

ACTIVITY SHEETS 4-5

Evaluated to the satisfaction of the teacher; answers should be checked by using your high school's handbook.

ACTIVITY SHEET 6

Should be checked carefully to ensure:

1. Required courses are listed
2. Correct number of credits needed for graduation are listed
3. All prerequisite courses are listed
4. Courses are scheduled to be taken during the years they will be offered
5. The three specific courses required to satisfy the social studies requirement are included
6. At least two and one-half units of credit are scheduled per semester

ACTIVITY SHEET 7

Evaluated to the satisfaction of the teacher.

UNIT VI-6

ANSWERS TO UNIT TEST

A.

1. c
2. d
3. e
4. a
5. b

B.

1. T
2. F
3. F
4. T
5. T
6. T
7. T
8. T
9. F
10. F

C.

a. 6
b. 8
c. 5
d. 4
e. 7
f. 2
g. 1
h. 3
i. 9
j. 10

TEACHER PREPARATION

UNIT VI

Module 7: *Educational/Training Alternatives After High School*

Copy One Per Student (if desired):

INFORMATION SHEETS:

1 (VI-7-7,8)
2 (VI-7-11)
3 (VI-7-17, 18, 19, 20)

ACTIVITY SHEETS:

1 (VI-7-9, 10)
2 (VI-7-13)
3 (VI-7-14)
4 (VI-7-16)
5 (VI-7-22)
6 (VI-7-23)
7 (VI-7-24)
8 (VI-7-25)
9 (VI-7-26, 27)

UNIT VI-7 TEST (VI-7-28, 29, 30, 31, 32)

Make Transparencies of:

- TM 1 (VI-7-12)
- TM 2 (VI-7-15)
- TM 3 (VI-7-21)

Additional Preparation:

Students will need access to career information resources for this module.

UNIT VI

Module 7: *Educational/Training Alternatives After High School*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (VI-7-7, 8): TERMS AND DEFINITIONS**

1. Go over the terms and definitions with the students.
2. Stress to the students the importance of understanding these terms in planning their futures after high school.
3. Have the students complete **ACTIVITY SHEET 1 (VI-7-9, 10): EDUCATIONAL/TRAINING ALTERNATIVES PUZZLE.**
4. Have the students discuss the definitions of the terms.

B. **INFORMATION SHEET 2 (VI-7-11): WHAT DO YOU DO AFTER HIGH SCHOOL?**

1. Discuss with the students why they need to know what their options are. Parents may be good resources as guest speakers to give examples from their career experiences.
2. Using **TM 1 (VI-7-12): WHAT DO YOU DO AFTER HIGH SCHOOL?**, discuss what type of education/training could be found under each option.
3. Have students complete **ACTIVITY SHEET 2 (VI-7-13): INTERVIEWING FOR ALTERNATIVES.**
   a. Have the students give their presentations using the information they obtained in completing **ACTIVITY SHEET 2**.
   b. You may wish to invite one of the persons who was interviewed to speak to your class.

4. Using **ACTIVITY SHEET 3 (VI-7-14): CASE STUDY**
    a. Divide your class into 5 groups.
    b. Assign each group a case on which to work.
    c. Have each group select a spokesperson to inform the class of the outcome of their discussions.
5. Use **TM 2 (VI-7-15): MOVING UP IN THE WORLD** to stimulate discussion on higher level occupations.
6. Explain that the expense and time invested in receiving more education and/or training will usually qualify a person for a higher level occupation.
7. Explain that employers feel that a person who has received additional education and/or training will be better prepared to perform the job tasks.
8. Use **ACTIVITY SHEET 4 (VI-7-16): WHAT ARE THE FACTS?** to reinforce this area of instruction.
    a. Give students instructions on using the available reference materials.
    b. Have students share their evaluations with the class.
    c. You will need to locate answers from current resource materials before assigning this activity.

C. **INFORMATION SHEET 3 (VI-7-17, 18, 19, 20): EXPLORING EDUCATIONAL ALTERNATIVES**

1. Using the information provided, discuss with the class each of the alternatives.
2. Give students the opportunity to add to the list of occupations available in each of the educational/training alternatives.
3. Invite representatives from each of the educational/training alternatives to speak to your classes and answer questions.

NOTE If possible, take students to an educational/training site near you.

4. Use **TM 3 (VI-7-21): LOOKING AT YOUR ALTERNATIVES** to promote class discussion.

5. Have students complete **ACTIVITY SHEET 5 (VI-7-22): MATCHING EDUCATIONAL/ TRAINING ALTERNATIVES WITH OCCUPATIONS**. Point out that many of these occupations could have more than one educational/training alternative.

6. Have students complete **ACTIVITY SHEET 6 (VI-7-23): CAREERS AND TRAINING**.
    a. Ask students to read the list of occupations they have under each alternative.
    b. List these occupations on the chalkboard under each heading.
    c. Point out to the students the large number of possible occupations within each area.

7. Use **ACTIVITY SHEET 7 (VI-7-24): PLANNING FOR SUCCESS.**
    a. Have students list five careers they are interested in.
    b. Have students write down the number of years they would be willing to spend in training for that career.
    c. Instruct students to use resource materials available to find out the actual number of years of training required to work in each career.
    d. Discuss with the class the importance of training and willingness to receive proper training for a career.

8. Using **ACTIVITY SHEET 8 (VI-7-25): RESOURCES AND CAREERS**, instruct students on how to find and use the resource materials in order to complete the activity.

NOTE

> Check with the school counselor concerning resources that provide educational/training information. Make these available to your students.

9. Complete **ACTIVITY SHEET 9 (VI-7-26, 27): A COMPREHENSIVE EDUCATIONAL/TRAINING CAREER PLAN** to help students see the connection between high school course selection, post secondary education/ training, and successful career preparation.

II. Unit VI-7 Test (VI-7-28, 29, 30, 31, 32)

III. Answers to Activity Sheets and Unit VI-7 Test (VI-7-33, 34, 35)

UNIT VI
Module 7: *Educational/Training Alternatives After High School*

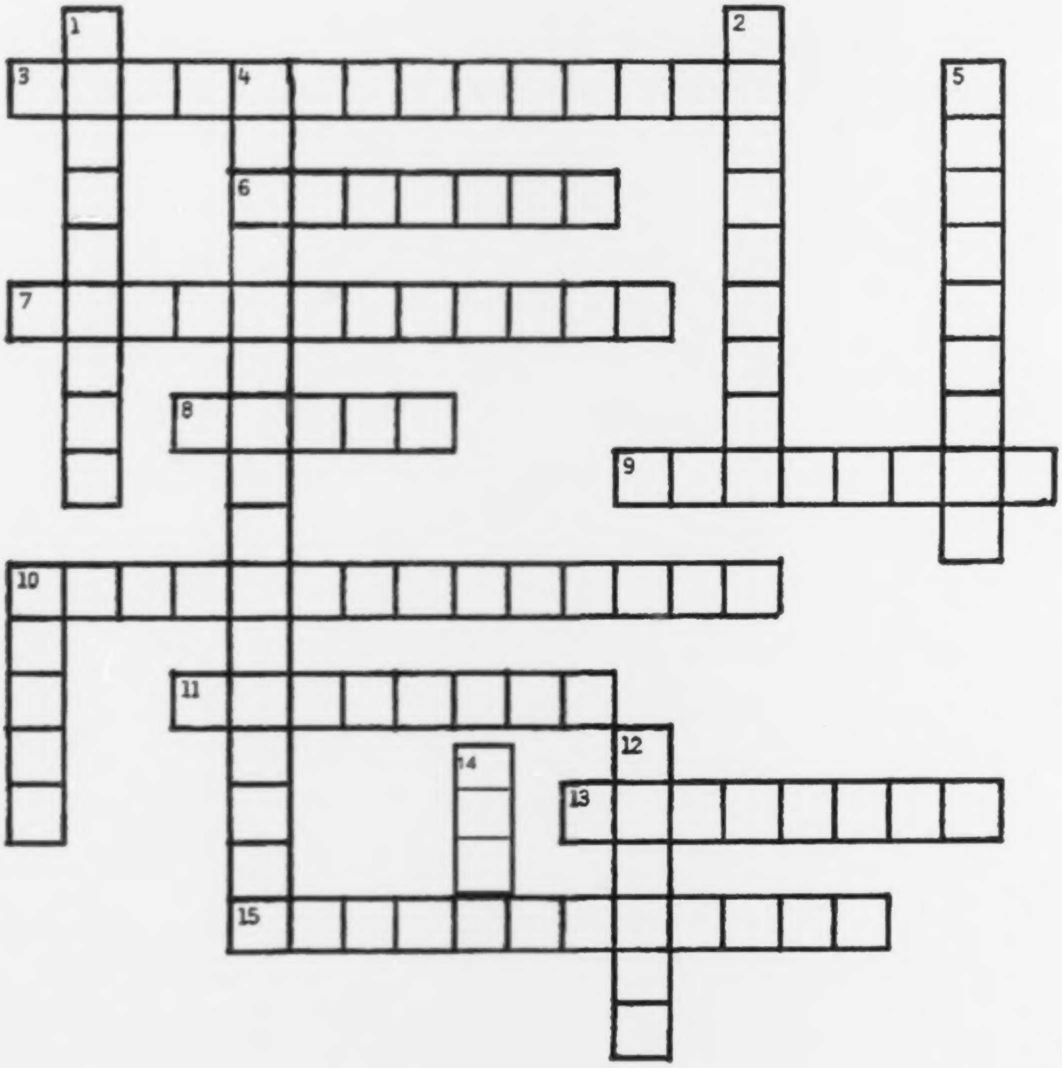
INFORMATION SHEET 1: TERMS AND DEFINITIONS

1.	**ADULT PROGRAMS**	courses offered by colleges, school systems, the YMCA/YWCA, and other agencies that focus on work skills and broadening general educational backgrounds
2.	**APPRENTICESHIP**	formal training program that often combines classroom instruction with full-time work in a trade or craft
3.	**BUSINESS, TRADE, AND TECHNICAL SCHOOLS**	training provided by these schools focuses on specialized jobs; placement services are often part of the program **EXAMPLE:** computer technician; welder
4.	**COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES**	two-year colleges offering a wide variety of programs leading to specialized training **EXAMPLE:** auto technician, medical assistant
5.	**CORRESPONDENCE SCHOOLS**	additional training and/or education is obtained by completing lessons at home instead of in a classroom
6.	**ENTREPRENEURSHIP**	the organizing, managing, and operating of a small business by an individual
7.	**FOUR-YEAR COLLEGES AND UNIVERSITIES**	offer four-year programs resulting in preparation for specific jobs; the bachelors's degree (the lowest degree given by most four-year universities) is awarded upon completing specified courses **EXAMPLE:** teacher, accountant
8.	**GRADUATE OR PROFESSIONAL SCHOOLS**	completion of an undergraduate degree is required for enrollment; graduates receive master's and doctoral degrees upon completion of a specified number of courses; professional schools offer preparation and training as doctors, lawyers, etc.
9.	**INVENTORY**	the record of the amount of products or goods you have on hand

10.	**MILITARY TRAINING**	provided by branches of the military; the trainee is paid while receiving classroom and/or on-site training
	EXAMPLE: aircraft mechanic, heavy equipment operator	
11.	**ON-SITE TRAINING**	training for jobs that require short periods of training is received while working for someone who knows the job well; the trainee is paid while the training occurs
	EXAMPLE: salesperson, factory machine operator	
12.	**TUITION**	money paid to a school, college, or agency for classes taken

ACTIVITY SHEET 1: EDUCATIONAL/TRAINING ALTERNATIVES PUZZLE

DIRECTIONS: Using the terms and definitions given in Information Sheet 1, complete the crossword puzzle below.



ACROSS

3. Training and/or education obtained by completing lessons at home
6. Money paid to a school, college, or agency for classes taken
7. Four-year colleges or ______________ give a bachelor's degree upon graduation
8. Business, ______ , and technical schools often provide job placement
9. ______________ training is provided by branches of the military
10. A formal training program that combines classroom instruction with full-time work
11. Upon graduation from the school, students receive a master's or doctoral degree
13. These schools, along with trade and technical schools, provide specialized training
15. _________ schools offer preparation and training for doctors, lawyers, etc.

DOWN

1. Name for a two-year college which might train an auto mechanic
2. A name for one of the two-year colleges which provide specialized training
4. Organizing, managing, and operating of a small business by an individual
5. The record of the amount of products or goods you have on hand
10. _____________ programs are offered to broaden general education background and work skills
12. One of the names for two-year colleges
14. On-_________ training: training for jobs that require short periods of training received while working with someone who knows the job well.

INFORMATION SHEET 2: WHAT DO YOU DO AFTER HIGH SCHOOL?

I. Why You Need To Know What Your Options Are

A. There are many options available to you after high school.

B. Knowing what your options are will:

1. Save you time
2. Save you money

C. Knowing what your options are will help you choose the program that will best prepare you for the career that you wish to pursue.

D. Having more education/training in a field will usually qualify you for a higher level occupation.

II. Your Options Are:

A. Receiving more education

1. Community or Junior College
2. Four-year colleges and universities
3. Graduate and professional schools

B. Learning a skill or trade

1. Enroll in a community, junior, or technical college
2. Enroll in a correspondence school
3. Enroll in a business, trade, or technical school

C. Learning a skill while you get paid

1. Enroll in an apprenticeship program
2. Receive military training
3. Take part in on-site training

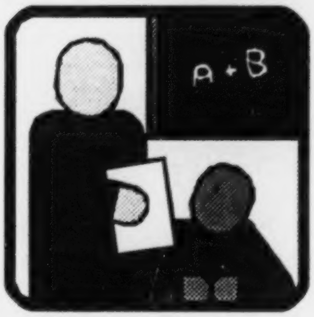
D. Broadening your experiences

1. Participate in adult programs
2. Attend seminars and workshops that interest you

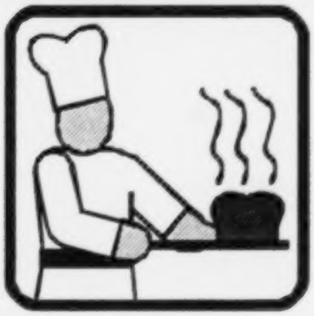
E. Starting your own business (entrepreneurship)

WHAT DO YOU DO AFTER HIGH SCHOOL?

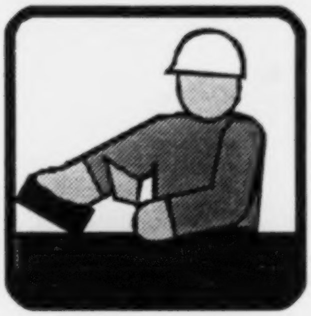
Receive More Education



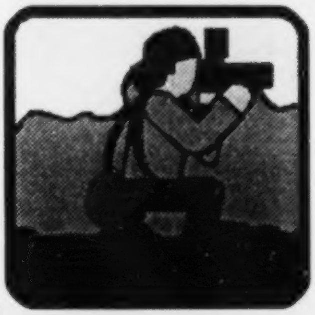
Learn a Skill or Trade



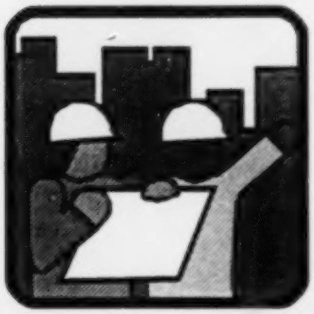
Learn a Skill While You Get Paid



Broaden Your Experiences



Start Your Own Business



TM 1

ACTIVITY SHEET 2: INTERVIEWING FOR ALTERNATIVES

DIRECTIONS: To obtain information on one educational/training alternative which interests you, interview one or more persons who have completed that type of training. Be prepared to give a three-minute report using the information you obtained.

Include in your report the name of the person(s) you interviewed and the occupation(s).

QUESTIONS YOU MIGHT WISH TO ASK:

1. How long did it take to complete the education/training?
2. How did you get started in the education/training program?
3. Were any skills required prior to entering the educational/training program?
4. Whom did you contact for information about the education/training?
5. Can you give the names of other people who have completed the training?
6. How much did the education/training cost?
7. How has the education/training helped you in your career?
8. Would you recommend this type of education/training to others?

ACTIVITY SHEET 3: CASE STUDY

DIRECTIONS: Divide the class into five groups. Using the case studies below and resources in the classroom, have each group discuss an educational plan that would fit the case study.

CASE STUDY #1	Jerry Moore is a senior at Hillcrest High School. He is interested in becoming an auto technician. What type of educational/training program should Jerry plan?
CASE STUDY #2	Irma Gonzalez is a junior at Ridgemont High School. She is interested in becoming an accountant. What type of educational/training program should Irma plan?
CASE STUDY #3	Daniel Evans is a junior at Highlight High School. He is interested in becoming a computer programmer. What type of educational/training program should Daniel plan?
CASE STUDY #4	Beverly Harris is a senior at Uptown High School. She is interested in becoming a newspaper journalist. What type of educational/training program should Beverly plan?
CASE STUDY #5	Tom Chan is a junior at Riverdale High School. He is interested in becoming a dentist. What type of educational/training program should Tom plan?

MOVING UP IN THE WORLD

TRAINING TIME REQUIRED:

9-10 years **PHYSICIAN**

6-7 years **NURSE PRACTITIONER**

3-5 years **REGISTERED NURSE**

1 year **LICENSED PRACTICAL NURSE**

COMPLETION OF THE HIGH SCHOOL NURSE'S AIDE PROGRAM OR TRAINED ON-SITE **NURSE'S AIDE**

501

TM 2

ACTIVITY SHEET 4: WHAT ARE THE FACTS?

DIRECTIONS: Using reference materials available to you, answer the questions below for each of the careers listed. Be prepared to discuss your findings.

1. How many years of education/training are required for each of the following careers?

2. What are the estimated yearly earnings you would receive if employed in the career?

CAREER	**YEARS OF TRAINING**	**YEARLY INCOME**
Dentist	__________	__________
Dental hygienist	__________	__________
Veterinarian	__________	__________
Registered nurse	__________	__________
Physical therapist	__________	__________
Dietitian	__________	__________
Pharmacist	__________	__________
Physician	__________	__________
Medical Laboratory Worker	__________	__________
Optometrist	__________	__________
Computer Network Engineer	__________	__________

YOUR EVALUATION
Based on the above findings, answer the following question:

Would a worker with more education and experience qualify for a higher-level occupation within a career field?

Give two examples from the above findings to support your answer.

____

____

INFORMATION SHEET 3: EXPLORING EDUCATIONAL ALTERNATIVES

I. Adult Programs

A. Courses are offered by colleges, school systems, the YMCA/YWCA, and other agencies.

B. Courses are often offered in the evening or on Saturday.

C. These courses can help people add to or improve their work skills and broaden their general educational background.

D. The courses are usually inexpensive.

E. Subjects taught range from bookkeeping to upholstering to current events.

F. Increasingly, courses and degrees are available via the Internet.

II. Apprenticeships

A. An apprenticeship is a training program that combines classroom instruction with full-time training in a trade or craft.

B. Most programs can be completed in two to four years.

C. The number of openings is limited.

D. Most apprentices work a 40-hour week and take classes two nights a week.

E. Workers trained through apprenticeship programs include:

1. Bricklayers
2. Carpenters
3. Plumbers
4. Electricians
5. Photo-engravers
6. Tool and die makers

III. Business, Trade, and Technical Schools

A. The training usually consists of instruction in job tasks of specialized jobs.

EXAMPLE: Secretarial schools, computer technician schools

B. Job placement services are often part of the program.

C. The length of training varies from several weeks to two years.

D. Programs at these schools usually train students for specialized jobs such as:

1. Secretary
2. Bookkeeper
3. Welder
4. Cosmetologist
5. Computer programmer

IV. Community, Junior, and Technical Colleges

A. Two-year colleges typically offer a wide variety of programs, including specialized training, as well as associate degrees.

B. Programs last from one month to two years.

C. Programs can lead directly to employment.

D. Transfer programs are offered which allow students to go on to a four-year college.

E. Costs vary greatly from no tuition, small charges, and high tuition costs (particularly private colleges).

F. Programs are offered to train (among others):

1. Auto technicians
2. Computer programmers
3. Commercial artists
4. Dental hygienists
5. Medical assistants
6. Nurses
7. Interior decorators
8. Engineering technologists

V. Correspondence

A. Study lessons are mailed to students and completed at home instead of in a classroom.

B. Some students complete high school graduation requirements or build their job skills through correspondence study.

C. Learning by mail may require completing a reading assignment and then writing answers to a series of questions, preparing and submitting a project, and completing tests.

D. College credit may be granted for some correspondence courses. (A test taken at the training site is often required before credit is granted for correspondence studies.)

E. Many correspondence students work full-time.

F. Job skills that can be learned by correspondence include:

1. Bookkeeping
2. TV/radio repair
3. Drafting

VI. Four-year Colleges and Universities

A. Many programs offered by four-year colleges and universities prepare students for specific jobs.

B. Some colleges offer cooperative programs in such areas as engineering and business administration that allow students to alternate semesters of coursework with paid work experience in their areas of study.

C. The cost at four-year colleges and universities varies greatly. Colleges and universities supported by the state are usually less expensive than private schools.

D. Training is offered in areas such as:

1. Teaching
2. Engineering
3. Accounting
4. Home Economics
5. Chemistry

VII. Graduate and Professional Schools

A. You must first complete an undergraduate degree, usually four years of college in order to be admitted to graduate school.

B. Some professional schools will admit students after their junior year of college.

C. Graduate schools offer courses for:

1. Sociologists
2. Geologists
3. Psychologists
4. Mathematicians
5. Physicists
6. Counselors

D. Professional schools offer courses for:

1. Lawyers
2. Designers
3. Dentists
4. Veterinarians
5. Medical doctors

VIII. Military Training

A. There are 1,500 different jobs for which branches of the military offer training. Many of these are similar to jobs available in civilian life.

B. Training may include on-site training and classroom study, or both.

C. Military trainees are paid during training.

D. The military prepares people for jobs such as:

1. Automotive Technician
2. Heavy Equipment Operator
3. Dental Technician
4. Computer Programmer
5. Physician Assistant
6. Purchasing Agent

IX. On-site Training

A. On-site training is often provided for jobs that require short training periods.

B. Trainees are paid while they learn.

C. The employer who provides the training decides who will be eligible.

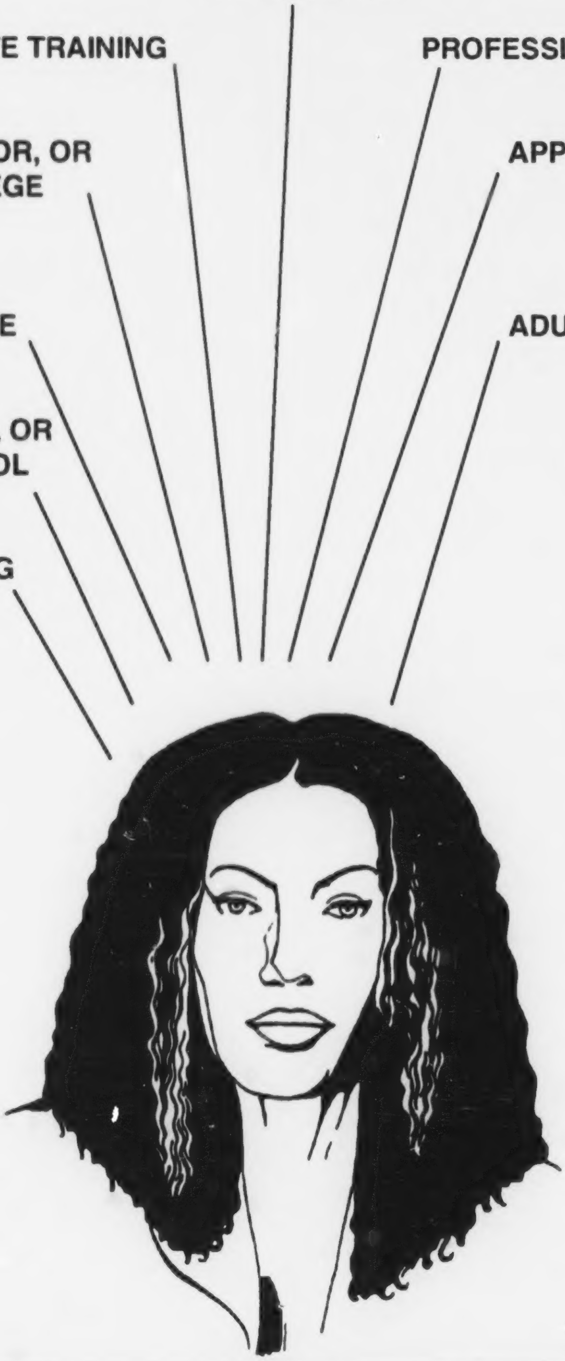
D. The job is taught by someone who knows the job well.

E. Jobs that require from three weeks to several months to learn may make use of on-site training.

F. Examples of jobs that may be learned by this method are:

1. Factory Machine Operator
2. Nursery Worker
3. Store Manager
4. Shoe Repairer
5. Salesperson

LOOKING AT YOUR ALTERNATIVES



FOUR-YEAR COLLEGE OR UNIVERSITY

ON-SITE TRAINING

PROFESSIONAL SCHOOL

COMMUNITY, JUNIOR, OR TECHNICAL COLLEGE

APPRENTICESHIP

CORRESPONDENCE

ADULT PROGRAMS

BUSINESS, TRADE, OR TECHNICAL SCHOOL

MILITARY TRAINING

TM 3

ACTIVITY SHEET 5: MATCHING EDUCATIONAL/TRAINING ALTERNATIVES WITH OCCUPATIONS

DIRECTIONS: Match the occupation to the type of training that would be best suited to the occupation.

NOTE Some occupations may be matched with more than one type of training

Be prepared to discuss why you think the occupation would require that training.

TRAINING

____ 1. Adult Programs

____ 2. Apprenticeship

____ 3. Business, trade, and technical schools

____ 4. Community, junior, and technical colleges

____ 5. Correspondence

____ 6. Entrepreneurship

____ 7. Four-year colleges and universities

____ 8. Graduate and professional schools

____ 9. Military training

____ 10. On-site training

OCCUPATION

a. Teacher

b. Bookkeeper

c. Welder

d. Computer Programmer

e. Nurse

f. Bricklayer

g. TV/Radio Repairer

h. Shoe Repairer

i. Small Business Owner

j. Dentist

ACTIVITY SHEET 6: CAREERS AND TRAINING

DIRECTIONS: For each educational alternative shown below, list five possible occupations which might require that training.

A. Apprenticeship

1.
2.
3.
4.
5.

B. On-site training

1.
2.
3.
4.
5.

C. Business, trade, and technical school

1.
2.
3.
4.
5.

D. Community, junior, and technical colleges

1.
2.
3.
4.
5.

E. Military Training

1.
2.
3.
4.
5.

F. Four-year college and universities

1.
2.
3.
4.
5.

G. Correspondence

1.
2.
3.
4.
5.

H. Graduate and professional schools

1.
2.
3.
4.
5.

ACTIVITY SHEET 7: PLANNING FOR SUCCESS

DIRECTIONS: List five careers in which you have an interest. How many years of training would you be willing to take in order to work in that career?

After you have listed the careers and decided the number of years you would be willing to spend in training, go to the resource materials available to you and write down the actual number of years of training required in order to do the job.

CAREER TITLE	**NUMBER OF YEARS OF TRAINING**	
	YOU	ACTUAL
1. ________________________	______	______
2. ________________________	______	______
3. ________________________	______	______
4. ________________________	______	______
5. ________________________	______	______

How Close Were You?

ACTIVITY SHEET 8: RESOURCES AND CAREERS

DIRECTIONS: Select a career that interests you. Using the resource materials available to you, answer the following questions and list the resource and page number you used.

1. What skill or skills are required to qualify for the career?

2. What type of education/training would you need in order to obtain those skills?

3. What educational/training alternative would provide you with that training? (If more than one educational/training alternative is available, pick the one you feel best meets your needs.)

4. What are the requirements for entering the educational/training program?

ACTIVITY SHEET 9: A COMPREHENSIVE EDUCATIONAL/TRAINING CAREER PLAN

DIRECTIONS: Use the information you collected for Activity Sheet 8 to develop a career preparation plan that begins with entry into high school and continues through a post-secondary educational and/or training program.

Job Title ____________________________

High School Graduation Plan (course selection related to career plan)

9th	10th
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________

11th	12th
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________

During high school and college:

List of summer, part-time, and volunteer jobs that will help me to acquire skills and build my recommendation file and my career resource file.

__________________________ __________________________

__________________________ __________________________

After high school I plan to (check all that apply):

RECEIVE MORE EDUCATION THROUGH . . .

_____ community or junior college
_____ four-year college or university
_____ graduate or professional school

LEARN A SKILL OR TRADE BY . . .

_____ enrolling in a community, junior or technical college
_____ enrolling in a correspondence school
_____ enrolling in a business, trade, or technical school

LEARN A SKILL WHILE I GET PAID BY . . .

_____ enrolling in an apprenticeship program
_____ entering the military
_____ taking part in on-site training

Other plans for receiving the preparation I will need for my selected career:

UNIT VI-7 TEST

A. Match the terms to their definitions by placing the correct letter in the space at the left.

__ 1. offer four-year programs resulting in preparation for specific jobs

__ 2. money paid to a school, college, or agency for classes taken

__ 3. courses offered by colleges, school systems, the YMCA/YWCA, and other agencies that focus on work skills and broadening general education backgrounds

__ 4. graduates receive master's and doctoral degrees upon completion of a specified number of courses

__ 5. the trainee is paid while receiving classroom and/or on-site training; provided by branches of the military

__ 6. additional training and/or education is obtained by completing lessons at home

__ 7. two-year colleges that offer a wide variety of programs leading to specialized training

__ 8. the record of the amount of products or goods you have on hand

__ 9. good for jobs that require short periods of training; you work with someone who knows the job well

__10. the organizing, managing, and operating of a small business by an individual

__11. school which provides training for specialized jobs

__12. formal training program that combines classroom instruction with full-time work in a trade or craft

a. Adult programs

b. Apprenticeship

c. Business, trade, and technical schools

d. Community, junior, and technical colleges

e. Correspondence

f. Entrepreneurship

g. Four-year colleges and universities

h. Graduate school

i. Inventory

j. Military training

k. On-site training

l. Tuition

B. Read each of the questions carefully. Answer each question based on the information you have learned about educational/training alternatives. Think about what you want to say before you start writing.

1. Give one reason why it is important for you to know what your educational/training alternatives are.

2. Name two of the options you have in planning your educational/training program.

   A.

   B.

3. List two careers in which you are interested. Identify the education/training that would best prepare you for these careers.

   A.

   B.

4. Will having more education/training in a field usually qualify you for a higher level occupation?

C. Complete the statements below by selecting the best answer and writing the letter in the blank.

__ 1. Adult education programs are offered by:

a. only colleges
b. colleges, school systems, the YMCA/YWCA, and other agencies
c. only professional organizations
d. all of the above
e. none of the above

__ 2. Adult education programs are usually offered:

a. evenings or Saturdays
b. in the summer
c. mornings
d. Tuesdays

__ 3. Adult education programs are:

a. only for low income families
b. for the wealthy only
c. often expensive
d. usually inexpensive

__ 4. Apprenticeships combine classroom instruction with:

a. home study
b. full-time work in a trade or craft
c. military training
d. part-time work in an area

__ 5. Workers trained through apprenticeships programs include:

a. bricklayers
b. doctors
c. nurses
d. secretaries

__ 6. Openings for apprenticeship programs are:

a. easy to find
b. limited
c. unavailable
d. unlimited

__ 7. Business, trade, and technical schools train students for careers in:

a. art
b. bookkeeping
c. nursing
d. science

__ 8. The length of training in business, trade, and technical schools:

a. is always two years
b. never exceeds six months
c. takes four years
d. varies from several weeks to two years

__ 9. The cost at community, junior, and technical colleges:

a. is always expensive
b. is always inexpensive
c. is the same at all institutions
d. varies among institutions

__ 10. Programs offered at community, junior, and technical colleges include:

a. computer programming
b. interior decorating
c. nursing
d. all of the above

__ 11. Correspondence courses are completed:

a. at four-year colleges and universities
b. at home by mail
c. at local community colleges
d. on-site

__ 12. Courses taken by correspondence include:

a. drafting
b. farming
c. nursing
d. all of the above

__ 13. Four-year colleges and universities train students for careers in:

a. accounting
b. chemistry
c. teaching
d. all of the above

__ 14. Tuition at four-year colleges and universities:

a. is always set by the state
b. is expensive
c. never changes
d. varies greatly

__ 15. Graduate schools offer courses which prepare students for careers as:

a. counselors
b. lawyers
c. secretaries
d. welders

__ 16. Professional schools offer courses which prepare students for careers as:

a. accountants
b. medical doctors
c. secretaries
d. welders

__ 17. Military training prepares those enlisted for jobs such as:

a. aircraft mechanics
b. barbers
c. counselors
d. ministers

__ 18. Training you receive in the military will:

a. be limited to one or two areas
b. prepare you for all civilian jobs
c. prepare you for careers with the military only
d. prepare you for many civilian jobs

__ 19. On-site trainees:

a. are not paid
b. are paid while they learn
c. complete written assignments at home
d. learn on their own

__ 20. On-site training prepares workers for careers such as:

a. factory machine operators
b. nursery workers
c. store managers
d. all of the above

UNIT VI

Module 7: *Educational/Training Alternatives After High School*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

ACROSS

3. correspondence
6. tuition
7. universities
8. trade
9. military
10. apprenticeship
11. graduate
13. business
15. professional

DOWN

1. community
2. technical
4. entrepreneurship
5. inventory
10. adult
12. junior
14. site

ACTIVITY SHEET 2

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 3

NOTE The answers to these case studies may vary from the answers provided.

CASE STUDY 1 - Jerry might consider a community, junior, or technical college, on-site training, etc.

CASE STUDY 2 - Irma might consider attending a business, trade, or technical school, community, junior, or technical college, or a four-year college or university.

CASE STUDY 3 - Daniel might consider military training, business, trade, or technical school, or community, junior, or technical college.

CASE STUDY 4 - Beverly might consider a community, junior, or technical college, or a four-year college or university.

CASE STUDY 5 - Tom might consider a four-year college or university, then a professional school.

ACTIVITY SHEET 4

The answers will vary according to resource materials used. You will need to locate answers from current resource materials before assigning this activity.

ACTIVITY SHEET 5

1. b
2. f
3. c
4. e
5. g
6. i
7. a
8. j
9. d
10. h

ACTIVITY SHEET 6

NOTE Answers may vary. If Information Sheet is used to answer questions, the following would be correct.

A.
1. bricklayer
2. carpenter
3. plumber
4. electrician
5. tool and die maker

B.
1. salesperson
2. nursery worker
3. store manager
4. shoe repairer
5. factory machine operator

C.
1. secretary
2. bookkeeper
3. welder
4. auto body repairer
5. court recorder

D.
1. auto technician
2. nurse
3. medical assistant
4. computer programmer
5. commercial artist

E.
1. aircraft mechanic
2. heavy equipment operator
3. computer programmer
4. purchasing agent
5. dental technician

F.
1. teacher
2. engineer
3. accountant
4. home economist
5. chemist

G.
1. bookkeeper
2. TV/radio repairer
3. drafter
4. interior decorator
5. commercial artist

H.
1. counselor
2. sociologist
3. lawyer
4. dentist
5. medical doctor

ACTIVITY SHEETS 7-9

Evaluated to the saftisfaction of the teacher.

UNIT VI-7

ANSWERS TO UNIT TEST

A.

1. g
2. l
3. a
4. h
5. j
6. e
7. d
8. i
9. k
10. f
11. c
12. b

B.

1. Any one of the following:

   - It will save you time
   - It will save you money
   - It will help you choose the program that will best prepare you for the career that you wish to pursue

2. Any two of the following:

   - Receive more education
   - Learn a skill or trade
   - Learn a skill while you get paid
   - Broaden your experiences
   - Start your own business

3. Evaluated to the satisfaction of the teacher.

4. yes

C.

1. a
2. a
3. d
4. b
5. a
6. b
7. b
8. d
9. d
10. d
11. b
12. a
13. d
14. d
15. a
16. b
17. a
18. d
19. b
20. d

TEACHER PREPARATION

UNIT VII

Module 1: *Productive Work Habits*

Copy One Per Student (if desired):

ACTIVITY SHEETS:
1 (VII-1-5, 6)
2 (VII-1-7)

Note:

UNIT VII-1 & 2 TEST (VII-2-14) will be given after students have completed UNIT VII-2.

UNIT VII

Module 1: *Productive Work Habits*

TEACHER OVERVIEW

I. Activity Sheets

A. **ACTIVITY SHEET 1 (VII-1-5, 6): WHAT DO EMPLOYERS SAY?**

NOTE Before assigning this activity, talk with your local Chamber of Commerce, your area state employment agency, or Tech Prep office to get a list of employers that would cooperate in helping students complete the interview forms. Some students may know employers to contact, but you may have several students who will need help in finding interview candidates.

1. Discuss **STUDENT INSTRUCTIONS (VII-1-5)** with students. Explain that interviews can be handled in person, over the phone, by mail, or electronic mail.
2. Spend time during class to discuss appropriate etiquette in each of these situations and perhaps initiate role-playing interviews before allowing students to contact community members.

B. **ACTIVITY SHEET 2 (VII-1-7): EMPLOYER COMMENTS ON WORK HABITS**

1. This activity will give students the opportunity to benefit from their classmates' interview experiences.
2. Discuss the work habits mentioned. Talk about reasons for their importance and the consequences for the business and for the employee if these productive work habits are not followed.

II. Unit VII-1 and 2 Test (VII-2-14)

NOTE There is a single Unit Test for modules 1 and 2 of Unit VII which appears at the end of module 2. It should be given after students have completed module 2.

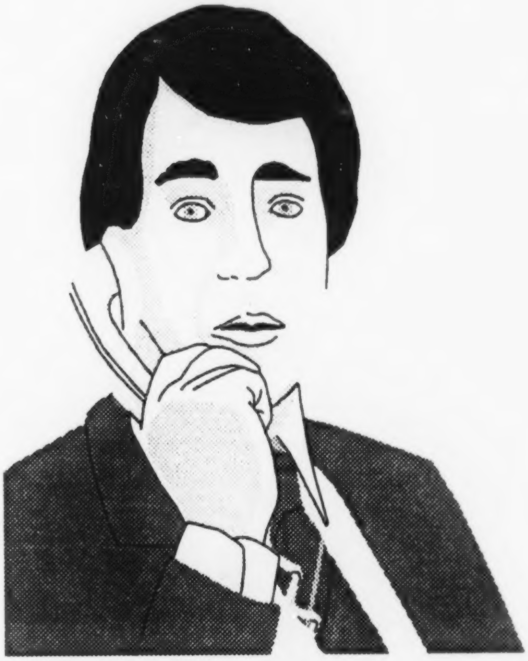
NOTE There is no answer key section provided for Unit VII. All Activity Sheets, as well as the Unit Test, should be evaluated to the satisfaction of the teacher.

UNIT VII

Module 1: *Productive Work Habits*

ACTIVITY SHEET 1: WHAT DO EMPLOYERS SAY? (STUDENT INSTRUCTIONS)

DIRECTIONS: Interview two employers to ask their opinion concerning the importance of productive work habits and attitudes. Use the Productive Work Habits Interview Form on the next page. You may conduct these brief interviews with employers in person, over the phone, through the mail, or electronically (e-mail).



Student Name: ______________________ Date: ______________

Productive Work Habits Interview Form

Employer's Name: ____________________ Name of Company: ____________________

Type of Business: ________________________________

We are studying work habits and attitudes such as dependability, getting along with others, and honesty. What work habits and attitudes do you feel are most important for your employees?

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

Why are these so important?

____

____

____

____

Employer's Name: ____________________ Name of Company: ____________________

Type of Business: ________________________________

We are studying work habits and attitudes such as dependability, getting along with others, and honesty. What work habits and attitudes do you feel are most important for your employees?

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

Why are these so important?

____

____

____

____

ACTIVITY SHEET 2: EMPLOYER COMMENTS ON WORK HABITS

DIRECTIONS: As the class discusses the completed interview forms, list four productive work habits mentioned by employers to other students that you did not have on your interview form.

Productive Work Habit	Why This Habit Is Important

TEACHER PREPARATION

UNIT VII

Module 2: *Effective Team Membership*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (VII-2-5)	1 (VII-2-8)
	2 (VII-2-9)
	3A (VII-2-10)
	3B (VII-2-11)
	4 (VII-2-12)
	5 (VII-2-13)

UNIT VII-1 & 2 TEST (VII-2-14)

Make Transparencies of:

- TM 1 (VII-2-6)
- TM 2 (VII-2-7)

Each Student Will Need:

- for ACTIVITY SHEET 4 (VII-2-12): *markers, scissors, glue, paper and other materials to design an advertisement*

UNIT VII
Module 2: *Effective Team Membership*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (VII-2-5): WHY WORK IN TEAMS?** Use this information sheet to introduce the idea of teamwork in business and industry and why these skills are important for students' future work environment.

B. **TM 1 and TM 2 (VII-2-6, 7): CHARACTERISTICS OF AN EFFECTIVE TEAM MEMBER**

1. Use **TM 1** to record student responses as you guide them in a discussion/brainstorming activity of the characteristics of an effective team member. Encourage students to talk about sports teams, debate teams, or any other team activities in which they have been involved. List characteristics that are common among team activities. Don't list specific skills such as "dribbling" or "passing".

2. After the brainstorming discussion has produced a list of characteristics, hand out **ACTIVITY SHEET 1 (VII-2-8): CHARACTERISTICS OF EFFECTIVE TEAM MEMBERS**. Use **TM 2** to help students fill in the blanks on this Activity Sheet. Allow students to fill in the "other" blanks with appropriate ideas from their class discussion that are not included on this sheet. As you read each characteristic and students fill in the blanks on their sheet, take time to discuss each one. What does it mean? Give examples of each from a sports team or academic team. How would it be used as problem-solving in business? Make sure the students stop to think through each characteristic and its application before going on to the next.

C. **ACTIVITY SHEET 2 (VII-2-9): EMPLOYEE/CUSTOMER RELATIONS**

1. Divide the class into teams for this activity. Each team will write two job scenarios showing examples of negative employee/customer relations. When all groups are finished, groups should share their scenarios with the class.

2. Now, have all groups trade scenarios. Each group should change the two negative scenarios that they have been given to examples of positive employee/customer relations. These should also be shared with the class.

3. Discuss the impact of the positive or negative experiences of customers on business and industry.

D. **ACTIVITY SHEETS 3A (VII-2-10): MY PERFORMANCE AS A TEAM MEMBER** and **ACTIVITY SHEET 3B (VII-2-11): GROUP TEAMWORK EVALUATION.**

1. This activity will use an individual evaluation sheet and a group evaluation sheet to call students' attention to the characteristics of effective team membership, as demonstrated by each student completing ACTIVITY 2. Have students complete both the personal (3A) and group (3B) evaluation forms. Encourage students to be thoughtful and honest about the observations. Reassure them that their grade will be based on the completeness of their form, not their individual or group rating. The point is to help students begin to evaluate their own performance in team projects based on specific attitudes and behaviors.

2. **ACTIVITY SHEET 4 (VII-2-12): MARKETING CHALLENGE**

   a. This activity will allow the students to participate in a second teamwork project. After this activity, the students will again complete the individual evaluation form and the group evaluation form.

   b. **ACTIVITY SHEET 5 (VII-2-13): ALL-STAR TEAM MEMBER NOMINATION**. Following the activity, have each student complete "The All-Star Team Member Nomination" to nominate someone from each group.

II. Unit VII-1 and 2 Test (VII-2-14)

NOTE There is a single unit test for modules 1 and 2 of Unit VII, which is located at the end of this module. It should be given after students have completed modules 1 and 2.

NOTE No answer key section has been provided for Unit VII. All Activity Sheets, except Activity Sheet 1, as well as the Unit VII-1 and 2 Unit Test, should be evaluated to the satisfaction of the teacher. For the answers to Activity Sheet 1, refer to TM 2.

UNIT VII

Module 2: *Effective Team Membership*

INFORMATION SHEET 1: WHY WORK IN TEAMS?

American business and industry leaders are encouraging team work and are looking for employees with skills in effective team membership. Here are some of the reasons why:

- A small group can solve problems more quickly and more creatively than one person acting alone.
- Team members can use combined talents and strengths to overcome each individual's weaknesses.
- Team members can rely on each other for encouragement to reach production or quality goals and for accountability to see that goals are reached on time.
- Change occurs so rapidly in the modern workplace that sending all employees for retraining would be too expensive. One person from a team can be trained, then come back to share the new information and skills with the other team members.
- Each employee puts more effort into a work task if he/she feels that the team is counting on him/her.

CHARACTERISTICS OF AN EFFECTIVE TEAM MEMBER
(brainstorming activity)

TM 1

CHARACTERISTICS OF AN EFFECTIVE TEAM MEMBER

An effective team member...

1. Works cooperatively with others
2. Contributes to the group with:
    - ideas
    - suggestions
    - effort
3. Shares work to be done
4. Encourages other team members
5. Listens to other team members' ideas
6. Resolves differences for the benefit of the team

TM 2

ACTIVITY SHEET 1: CHARACTERISTICS OF EFFECTIVE TEAM MEMBERS

An effective team member . . .

1. Works ____________ with others.
2. Contributes to the group with: ______________________________

   ____

   ____
3. ______________________________ work to be done.
4. ______________________________ other team members.
5. ______________________________ to other team members' ideas.
6. Resolves ________________ for the ______________ of the team.

Others:

____

____

____

____

____

____

____

____

ACTIVITY SHEET 2: EMPLOYEE/CUSTOMER RELATIONS

DIRECTIONS: In your group write two scenarios about negative employee/customer relations (a scenario is a brief description of an event with dialogue and a description of the scene where it takes place).

SCENARIO 1

The scene:

What has happened?

What has been said by the people involved?

SCENARIO 2

The *scene*:

What has happened?

What has been said by the people involved?

ACTIVITY SHEET 3A: MY PERFORMANCE AS A TEAM MEMBER

Name: ______________________ Team # ________________

DIRECTIONS: Under each statement below, place a check mark next to the answer or answers that best describe your performance as a team member in the previous activity.

1. I worked cooperatively with other team members . . .

   ___ throughout the activity
   ___ about half the time
   ___ less than half the time

2. I contributed to the group with . . .

   ___ ideas
   ___ suggestions
   ___ effort

3. I shared the work that was done

   ___ yes
   ___ no

4. I encouraged other team members

   ___ I gave encouragement to all other team members.
   ___ I gave encouragement to one or two other team members.
   ___ I didn't give encouragement to any other team member.

5. I listened to other team members' ideas

   ___ yes
   ___ no

6. When I did not agree with the other members

   ___ I tried to see their point and compromise.
   ___ I insisted that I was right.

ACTIVITY SHEET 3B: GROUP TEAMWORK EVALUATION

Name: ____________________ Team # __________

1. Our team members worked cooperatively with each other

   ___ most of the time
   ___ about half the time
   ___ less than half the time

2. Member contributions

   ___ Everyone in the group contributed ideas.
   ___ Two or three members contributed ideas.
   ___ Only one member contributed ideas.

3. The work to be done was shared

   ___ by everyone
   ___ by one or two team members

4. Team encouragement

   ___ Team members said positive things to encourage each other.
   ___ Most comments between team members were negative.
   ___ Team members did not say positive or negative things to each other, we just talked about the work.

5. When a team member was talking

   ___ everyone was listening
   ___ it was hard to get the group's attention

6. When we didn't agree

   ___ We found a way to compromise and everyone kept working.
   ___ One person's idea was used, but in a way that made everyone comfortable and we all kept working.
   ___ One person's idea was used, but others felt left out.

ACTIVITY SHEET 4: MARKETING CHALLENGE

DIRECTIONS: Your marketing group has been hired by an advertising agency to propose an advertising campaign for a new brand of snack chips. Your group must decide the shape, color, texture, and taste of these new chips so that you can describe them in your ads. Design the package art and create a television advertisement for your chips.

Be creative and convincing--your chips are going to have lots of competition from the other Career Investigation marketing groups!

ACTIVITY SHEET 5: ALL-STAR TEAM MEMBER NOMINATION

I think ________________ should be an "All-Star Team Member" because he/she:

- ___ really listened to other team members' ideas
- ___ made other team members want to participate by saying encouraging things
- ___ did his/her share of the work without hogging someone else's part
- ___ was willing to compromise when the group had to settle a disagreement or had to choose between two ideas
- ___ other: ____

____

____

UNIT VII-1 and 2 TEST

A. List six characteristics of an effective team member:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

B. Give three reasons employers are looking for employees who have teamwork skills:

1. ____________________
2. ____________________
3. ____________________

C. List four productive work habits. Give the reasons each are important:

1. ____________________
2. ____________________
3. ____________________
4. ____________________

BONUS!: On a separate sheet of paper, state one teamwork skill or productive habit that you need to improve or develop. List three specific things you can do to build this skill or develop this habit.

TEACHER PREPARATION

UNIT VIII
Module 1: *Societal Changes*

Copy One Per Student (if desired):

INFORMATION SHEETS:
1 (VIII-1-7)
2 (VIII-1-10, 11)
3 (VIII-1-23, 24)

ACTIVITY SHEETS:
1 (VIII-1-9)
2 (VIII-1-13, 14)
3 (VIII-1-17)
4 (VIII-1-18)
5 (VIII-1-19, 20, 21)
6 (VIII-1-22)
7 (VIII-1-25)
8 (VIII-1-26)
9 (VIII-1-28)

UNIT VIII-1 TEST (VIII-1-29, 30)

Make Transparencies of:

- TM 1 (VIII-1-8)
- TM 2 (VIII-1-12)
- TM 3 (VIII-1-15)
- TM 4 (VIII-1-16)
- TM 5 (VIII-1-27)

Each Student Will Need:

- for ACTIVITY SHEET 6 (VIII-1-22): *posterboard or computer paper, markers*
- for ACTIVITY SHEET 8 (VIII-1-26): *newspapers and magazines*

Additional Preparation:

- for ACTIVITY SHEET 9 (VIII-1-28): *box labeled* "HELP-C"

UNIT VIII
Module 1: *Societal Changes*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (VIII-1-7): TERMS AND DEFINITIONS**

1. Discuss the terms and defintions.
2. Use **TM 1 (VIII-1-8): CHANGE** to reinforce the students' learning the definition of the word *change*.
3. Have the students complete **ACTIVITY SHEET 1 (VIII-1-9): LEARNING TO MAKE SENTENCES** to reinforce this area of instruction.

B. **INFORMATION SHEET 2 (VIII-1-10, 11): CHANGE WILL AFFECT YOU**

1. Discuss the information contained in the Information Sheet.
2. Ask students why they believe change occurs.
3. Use **TM 2 (VIII-1-12): WHY CHANGE OCCURS** to reinforce the concept of the process of change.
4. Explain that change occurs and/or will occur in every aspect of their lives.
5. Have the students complete **ACTIVITY SHEET 2 (VIII-1-13, 14): THEN AND NOW** to help them begin to think about the impact of change on daily living.
6. Explain how advances in medical discoveries have helped us live longer, happier, more productive lives (i.e., organ transplants, corrective surgery, etc.).
7. Have students cite examples of products that have been created in their lifetimes and the function or purpose they serve.
8. Have students cite examples of products that have been improved in their lifetimes.
9. Relate the changes in economics to the concept of inflation.
10. Have students cite examples of careers that could be created or deleted because of change.
11. Explain that increased efficiency in technology creates more free time for the worker; less time is spent on household chores and paper-shuffling tasks in the office. Use **TM 3 (VIII-1-15): CHANGE REDUCES THE AMOUNT OF TIME SPENT AT WORK** to reinforce this area of instruction.

12. The increased time provided for the homemaker because of new technology in the home is a result of dual-career families. Use **TM 4 (VIII-1-16): NEW PRODUCTS MAKE LIFE EASIER** to reinforce this area of instruction.

13. Explain how computer terminals may be placed in the home. This allows many workers to enter data and complete work tasks without going to the office on a daily basis.

14. Complete **ACTIVITY SHEET 3 (VIII-1-17): CHECK BOTH THE GOOD AND BAD POINTS** to help students realize that change can be both good and bad and how to improve bad points.

15. Complete **ACTIVITY SHEET 4 (VIII-1-18): THE GOOD NEWS AND THE BAD NEWS.** This activity gives students the opportunity to discuss the current consequences of recent societal changes from both the positive and negative perspectives.

16. Complete **ACTIVITY SHEET 5 (VIII-1-19, 20, 21): CHANGES HAVE OCCURRED IN THE PAST AND THEY WILL OCCUR IN THE FUTURE** so that students will realize that change has always occurred.

    a. Reinforce the importance of "setting the mood" for each presentation.

    b. Students should ask parents and/or relatives for information and memorabilia of the past.

    c. Suggestions for methods of presenting for each group may be beneficial for some students. A narrator could be utilized with other members of the group "acting out" short scenes depicting aspects of government, medical needs, advances in technology, economics, occupations, and lifestyles, both in the past and in the future, depending on the group.

    d. All students should assume the style of dress of the group to which they belong.

    e. Upon conclusion of both presentations, have students complete the questions individually or in a group setting.

    f. Lead a discussion about how most people are skeptical and often afraid of how change will affect them, but soon realize that change is often necessary or at least more beneficial for a more productive and fulfilling life.

17. Complete **ACTIVITY SHEET 6 (VIII-1-22): TEN YEARS OF CHANGE.** This activity will help students see the impact of societal change on specific occupations. This activity may be finished most effectively in groups. Have each group prepare their timeline on poster board or computer paper. Display each group's timeline in the classroom.

C. **INFORMATION SHEET 3 (VIII-1-23, 24): CAN YOU COPE WITH CHANGE?**

1. Have students complete **ACTIVITY SHEET 7 (VIII-1-25): YOUR ATTITUDE IS IMPORTANT FOR COPING WITH CHANGE** to help students appraise their own attitudes toward change.
2. Discuss the importance of knowing what is happening in the present in order to predict what will happen in the future.
3. Use **ACTIVITY SHEET 8 (VIII-1-26): KNOW WHAT IS GOING ON IN THE WORLD AROUND YOU** to reinforce this area of instruction.
4. Stress the importance of understanding the steps to improving attitudes toward change.
5. Use **TM 5 (VIII-1-27): STEPS FOR COPING WITH CHANGE** to reinforce this area of instruction.
6. Stress the fact that it is more difficult for some people to cope with **any** type of change than it is for others.
7. Discuss those things that can be used to help cope with change.
8. Use **ACTIVITY SHEET 9 (VIII-1-28): HELP-C** to help students learn of other solutions for coping with change.
9. If the activity is a success in your class, use it as a weekly activity to encourage class participation and interaction.
10. Reinforce the importance of seeking professional help if students find that change upsets them to the degree that they cannot function effectively.

II. Unit VIII-1 Test (VIII-1-29, 30)

III. Answers to Activity Sheets and Unit VIII-1 Test (VIII-1-31, 32)

UNIT VIII

Module 1: *Societal Changes*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

1.	**CHANGE**	to make different
2.	**COPE**	to deal with to a degree of success
3.	**LIFE SPAN**	the amount of time you are expected to live
4.	**SOCIETY**	all of the people in a group—as in all United States citizens
5.	**TECHNOLOGY**	the means or science of developing and improving products necessary for work, comfort, and survival

CHANGE ...

TO MAKE DIFFERENT

TM 1

ACTIVITY SHEET 1: LEARNING TO MAKE SENTENCES

DIRECTIONS: Make five sentences, using one of the following words in each sentence.

change
cope
life span
society
technology

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

INFORMATION SHEET 2: CHANGE WILL AFFECT YOU

I. Why Change Occurs

   A. To fulfill needs

   B. To fulfill wants

NOTE Change can be for better or worse.

II. Change Affects Society in Many Ways

   A. Government

      1. Laws are passed to fulfill the needs and/or wants expressed by the public.

      2. Public officials are elected in hopes of changing those things that the public desires.

   B. Medical

      1. New discoveries or changes are made to increase life spans.

      2. New discoveries or changes are made to help us live more comfortably.

   C. Technology

      1. Products are created that make work easier.

      EXAMPLE: Increasing use of the computer to save time and reduce errors.

2. Products are created that make life easier at home.

EXAMPLE: Dishwashers, microwave ovens, etc.

3. Products are created to improve existing products.

EXAMPLE: Today, automobiles are made with fuel-saving equipment.

D. Economics

1. The amount of money available to purchase products changes.

2. The price of goods available for purchase changes.

E. Occupations

1. Changes will create new jobs.

2. Changes will do away with some jobs.

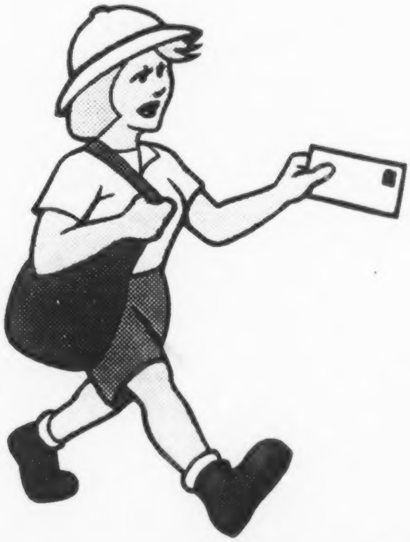
F. Lifestyles

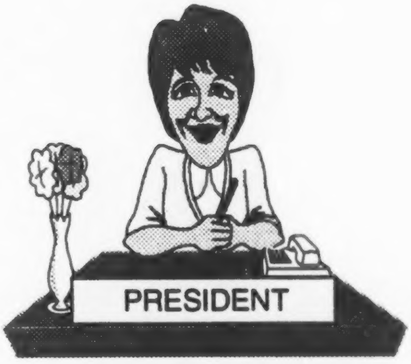
1. Changes will reduce the amount of time spent at work.

2. Changes will provide more time for leisure.

3. The use of computers will make it possible for many workers to work in their homes.

4. More women will enter careers previously held by men only.





WHY CHANGE OCCURS

... to fulfill needs

... to fulfill wants

TM 2

ACTIVITY SHEET 2: THEN AND NOW

DIRECTIONS: Select a situation from the list. First answer the question as if you lived in 1960. Then answer the question as you would living today. Be prepared to discuss the differences. You may need to ask for information from your parents, grandparents, librarian, coach, neighbor, or an adult you know in business.

A. You have been assigned a research paper. You go to the library. What do you use to find the resources available in the library? What if you find several pages of information you need in a book in the reference section that you can't check out? How would you type the paper?

B. You injured your knee playing sports and you will need surgery. What is the most commonly used surgery technique for knee injuries? What would the average stay in the hospital be? How long will it be before you can begin exercising your knee?

C. You are a business person who has stores in Los Angeles, Dallas, and New York. You need to get some printed information as quickly as possible from Dallas to your other two stores. How would you do that? How long will it take?

D. You have 15 minutes between the time you get home from school and the time you need to leave for soccer practice. You are starving for a hot meal. What are your choices?

E. You are new on the job and you only have four days of vacation. You promised your grandma, who lives 1000 miles away in a small town, that you would visit her on your first vacation. What would be your most likely transportation? Approximately how long would the trip take? How much time would that leave you to visit your grandma?

F. You need to buy bread, a music tape, a jacket, a birthday gift, a pair of shoes, and a tool for your dad. How many stores will you have to visit to find these items?

G. You want to watch a movie. What are your options?

H. If you are a girl who likes sports, in which sports would you be able to join a competitive team near your home?

I. If you want to listen to music, what types of players would be possible options?

J. You work in a lawyer's office. The papers you type must be very accurate and have no visible corrections. You are working on the fifth submission of a document that needs to be taken to the court today. You must add several charts that need to be in color. Describe the office supplies and equipment you will use to prepare documents, make changes, and add graphics.

K. You go to the optometrist and find that your vision is terrible. What options do you have for correcting your vision?

L. You are making dinner for the people in your office. You need to slice ten pounds of carrots and celery, bake 30 potatoes, make two loaves of bread, slow cook a brisket, open 12 cans of baked beans, and make pots of coffee and tea. What equipment will you use to do these tasks?

M. One of your best friends that you have spent lots of time with has just been admitted to the hospital with polio. Do you think you are likely to get polio from your friend? Why or why not?

N. You live in a middle class family. It's your turn to wash the dinner dishes. Describe how you would do this chore and tell about how long it will take if you live in a family with five brothers and sisters and two parents.

O. You live on a farm and must help your family bale hay. Describe the equipment you use and the approximate size of the bales.

P. You like to write short stories. Your stories are usually about five pages long. You want to send a copy of the story to four of your friends. What will you need to do to be sure everyone gets a neat copy? How long do you think that will take?

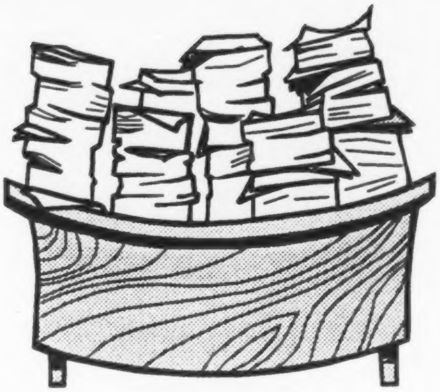
Q. You work in a factory on an assembly line. What kind of tools and machinery do you use? Would more or fewer people work with you in a modem factory compared to 1960? Why?

R. You are an accountant. It is April and you are completing income tax forms for 100 clients. Describe what office equipment you will use to do this job.

S. You missed seeing the Academy Award winning movie last year. What are your options for reviewing it in the future?

T. Your chore at home is to mow and edge the front and back yards and then clear the leaves and grass off of the driveway and patio areas. What equipment will you use to do this chore?

CHANGE REDUCES THE AMOUNT OF TIME SPENT AT WORK



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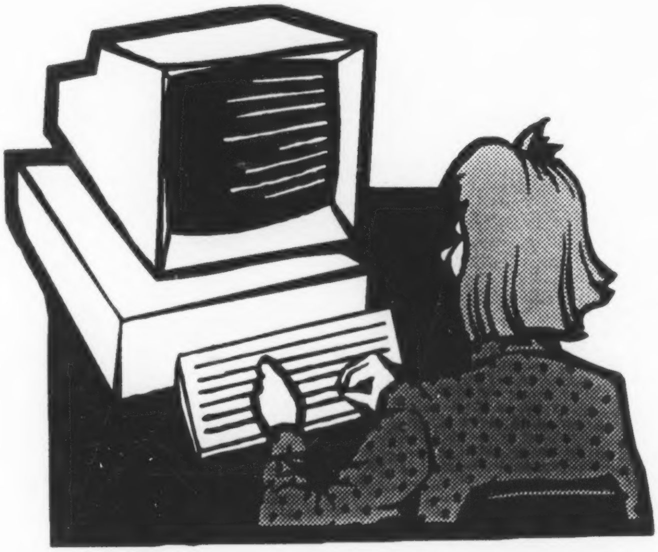
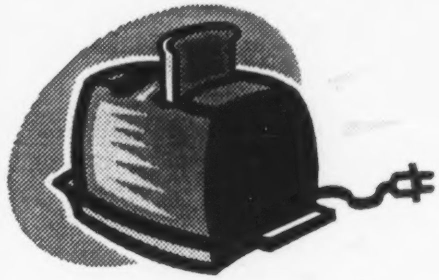
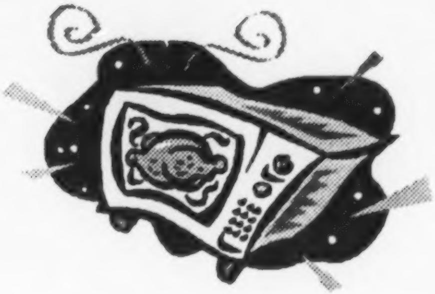


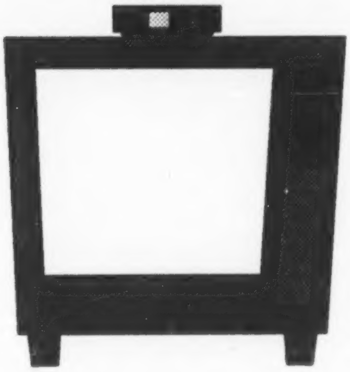
AFTER

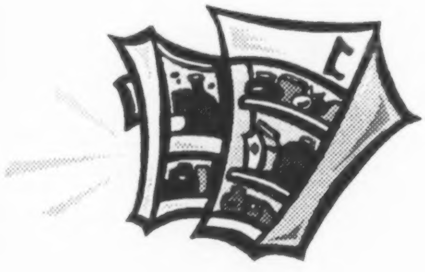
TM 3

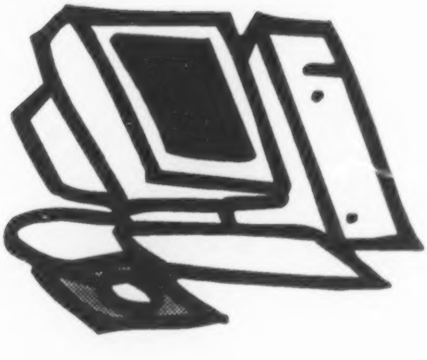
NEW PRODUCTS MAKE LIFE EASIER











TM 4

ACTIVITY SHEET 3: CHECK BOTH THE GOOD AND BAD POINTS

DIRECTIONS: To become aware of both the good and bad points of change, divide into groups of five. Each group will receive a slip of paper containing one of the situations below with which many workers are confronted every day.

- MOVE FROM THE DAY SHIFT TO THE NIGHT SHIFT
- OVERTIME FOR THE NEXT MONTH
- LAYOFF
- TRANSFERRED TO ANOTHER STATE
- HOURS CUT IN HALF
- MOVED UP TO A SUPERVISOR'S POSITION

Each group should discuss one situation. Try to imagine yourself in this situation. List any good points you can think of. List the bad points. List any ways you can think of to make the bad points better.

Good Points	Bad Points	Ways to Improve Bad Points
1.____________________	1.____________________	1.____________________
2.____________________	2.____________________	2.____________________
3.____________________	3.____________________	3.____________________
4.____________________	4.____________________	4.____________________

Present your situation and your results to the rest of the class. Include the answers to the following questions in your presentation:

1. Why is it good to examine both the good and bad points of change?

2. Do you think workers should accept all of the changes they face? Why or why not?

ACTIVITY SHEET 4: THE GOOD NEWS AND THE BAD NEWS

DIRECTIONS: Write a one-page report explaining the positive and negative aspects of change in society. You may choose a change we have discussed in class, a change from the list below, or a change in society that you have thought about.

Possible topics:

- •Robotics in the workplace
- •Minimum wage increases
- •More land being used for business and industry and less for farming and ranching
- •Both parents working outside of the home
- •Global competition in business and industry
- •For some products, it is now cheaper to buy a new one than to repair the one you own.

ACTIVITY SHEET 5: CHANGES HAVE OCCURRED IN THE PAST AND THEY WILL OCCUR IN THE FUTURE

DIRECTIONS: Divide the class into two groups. One group is to be called the PAST, and the other group is to be called the FUTURE. Each group should prepare a presentation to be held at a later time.

Different ways of presenting the information are allowed (skits, reports, etc.); however, the students should be encouraged to bring records, memorabilia, actual pictures and sketches, etc., to make the presentations more authentic.

Both presentations must include the following:

A. Styles of dress of the group they are in:
   1. hairstyles
   2. clothing

B. How the government was conducted in the past or will be conducted in the future

C. How medical needs were provided in the past or how they will be provided in the future

D. Advances in technology
   1. in the home
   2. in the work setting

E. Economics
   1. products sold **or** to be sold
   2. how much money it took **or** will take to buy products

F. Careers: those careers popular in the past **or** those that will be popular in the future

G. Lifestyles
   1. how leisure time was spent in the past **or** how it will be spent in the future
   2. the role of the woman/man in the past **or** the role of the woman/man in the future
   3. the role of the family in the past, **or** the role of the family in the future

At the conclusion of both presentations, answer the following questions:

Imagine yourself living in the era(s) presented by the PAST group. How would you have reacted to the changes as you know they have occurred in the following areas?

A. The style of dress?

B. The way government is conducted?

C. How medical needs are provided?

D. New technology in the home and at the work setting?

E. The products sold and their cost?

F. The careers available?

G. How leisure time is spent?

H. The role of women/men?

I. The role of the family?

Imagine the things presented by the FUTURE group actually coming true. How would you react to the following?

A. The style of dress?

B. The way government is conducted?

C. How medical needs are provided?

D. New technology in the home and at the work setting?

E. The products sold and their cost?

F. The careers available?

G. How leisure time is spent?

H. The role of women/men?

I. The role of the family?

Do you see any relation to how you would have reacted to those changes that occurred in the past and how you will handle change in the future?

ACTIVITY SHEET 6: TEN YEARS OF CHANGE

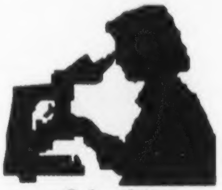
Select a career you would like to research. Develop a timeline covering ten years, showing the changes that occurred in this career. Be sure to include: training requirements; salary; technology and equipment used; how many people are employed in this job; and the different ways you might locate a job opening in this career. Depending on the job you choose, you may want to include information such as the percentages of men and women working in this career. Be as thorough as you can in showing the changes that have occurred during this time.

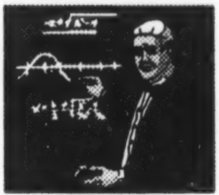
T.V. News Reporter

Police Officer

Radio D.J.

Architect


Scientist


Teacher

Counselor

Firefighter

Environmental Control Officer

Photographer

Tailor

INFORMATION SHEET 3: CAN YOU COPE WITH CHANGE?

I. Know what is happening around you.

NOTE The best way to be ready for the future is to understand the present.

- A. Read newspapers.
- B. Watch and listen to the news.
- C. Discuss current events with others.

II. Realize that change will occur; very few things in life will remain the same forever.

III. Realize that your attitude toward change affects your ability to deal with change.

IV. Steps for coping with change.

- A. Accept the fact that change will occur.
- B. Ask yourself, "How could this change help me and others?"
- C. View change as a challenge.

- D. Have another plan should change occur.

V. If change seems to upset you more than the average person, give yourself time to adjust.

A. Do something you enjoy.

EXAMPLE: Go to a movie, spend part of your allowance on video games, etc.

B. Call a good friend, and tell him/her the problem you are having.

C. Discuss your problem with an adult; often he/she can make you see the good points of change.

D. Take care of yourself.

NOTE Healthy people have an easier time coping with change.

1. Get plenty of exercise.
2. Eat balanced meals.
3. Get plenty of sleep.

VI. If after doing these things, you find that you still cannot cope with change, seek help from someone trained in helping others.

EXAMPLE: Your school counselor

ACTIVITY SHEET 7: YOUR ATTITUDE IS IMPORTANT FOR COPING WITH CHANGE

DIRECTIONS: People's attitudes toward change affect their ability to deal with change the way they should. Use the following scale to express your opinion on the following statements. Remember to be honest with yourself!

5—strongly agree
3—partly agree
1—disagree
4—agree
2—partly disagree
0—strongly disagree

_____ 1. If I hear about something new, I feel restless until I try it.

_____ 2. When using anything new, I would rather let someone else that I know try it first.

_____ 3. As soon as I hear about something new, I can't wait to try it.

_____ 4. Changes just create too many problems and pressures.

_____ 5. I always try to keep myself up to date and find new ways to do things easier.

_____ 6. Experience has made things the way they are now; if they work O.K. now, I see no reason to try to change them.

_____ 7. I'm always looking for new ways to do things better.

_____ 8. The reason that we have to change so much is that we just aren't satisfied with what we have.

_____ 9. In these days of rapid progress, we cannot afford not to learn new ways of doing things.

_____ 10. Before I do something new, I must know how it will help me.

_____ 11. I like to watch television programs that show new inventions.

_____ 12. I really don't mind things changing as long as it does not affect me in any way.

Add up your answers for the ODD numbered statements on the worksheet._____________

Add up your answers for the EVEN numbered statements on the worksheet._____________

Odd numbers FAVOR change. Even numbers OPPOSE change.

HOW DID YOU RATE?

ACTIVITY SHEET 8: KNOW WHAT IS GOING ON IN THE WORLD AROUND YOU

DIRECTIONS: Using newspapers and current magazines, find an article that shows change. Share the information that you find with the class; then answer the questions below:

1. Do you think that this change is good or bad? Why or why not?

2. Whom will this change affect?

3. What will be the end result of this change?

4. Will this change bring about other related changes? Why or why not?

STEPS FOR COPING WITH CHANGE

1. *Accept the fact that change will occur.*
2. *Ask yourself, "How could this change help me and others?"*
3. *View change as a challenge.*
4. *Have another plan should change occur.*

TM 5

ACTIVITY SHEET 9: HELP-C

DIRECTIONS: By finding out how others handle change, you may find good solutions for your own problems.

Each person is to write questions that he/she would like to discuss on a piece of paper and place them in the HELP-C box. HELP-C stands for: Helping Everyone Learn Plans for Coping.

The questions are then pulled out randomly and the class brainstorms for solutions. Here are some examples of questions to help you get the hang of it:

1. How do you tell your teacher or principal that you suspect your classmate is using drugs?
2. How do you handle changing from this school to the high school or even to college?
3. How do you handle telling your friends that you don't want to drink alcohol or take drugs?
4. How do you decide what courses you are going to take in high school?
5. How do you make your parents realize that you are growing up?

UNIT VIII-1 TEST

A. Match the following terms and definitions by placing the correct number in the blanks at the left.

_____	1.	Technology	a.	to make different
_____	2.	Life span	b.	all of the people in a group—as in all United States citizens
_____	3.	Change	c.	the amount of time you are expected to live
_____	4.	Society	d.	the means or science of developing and improving products necessary for work, comfort, and survival
_____	5.	Cope	e.	to deal with to a degree of success

B. List the two reasons why change occurs.

1.

2.

C. Answer the following statements True or False by placing a "T" for True or an "F" for False in the space at the left.

____ 1. Change is always for the worse; we just have to learn how to cope with it.

____ 2. Public officials are elected because they have the most amount of money to invest in their campaigns.

____ 3. Medical changes have been made to increase life spans.

____ 4. Computers are one example of products that have been created to make work easier.

____ 5. Once a product is made, there is no reason to change it—even if change would improve it.

____ 6. All careers will remain basically the same, no matter how many changes occur in the world.

____ 7. Changes will reduce the amount of time spent doing tasks both at home and at the workplace.

D. Fill in the blank using one of the following words that best completes the sentence.

computer **typewriter** **microwave oven**

The increasing use of the __________ saves time and reduces errors.

E. What is the best way to be ready for the future?

F. Answer the following questions by circling the letter beside the correct answer.

1. To find out what is happening around you, you should:
   a. Discuss current events with others.
   b. Read newspapers.
   c. Watch and listen to the news.
   d. All of the above.
2. Which one of the following traits most affects your ability to cope with change?
   a. Aptitude
   b. Attitude
   c. Interest
   d. Personality

G. Rank the following sentences into the steps for coping with change by placing a 1 in the space beside the first step, a 2 in the space for the second step, etc.

___a. Ask yourself, "How could this change help me and others?"

___b. View change as a challenge.

___c. Accept the fact that change will occur.

___d. Have another plan should change occur.

H. List three of the five things mentioned in this unit that you could do if change seems to upset you more than it does most people.

1. ______________________________
2. ______________________________
3. ______________________________

UNIT VIII

Module 1: *Societal Changes*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1
Evaluated to the satisfaction of the teacher; however, students should make complete sentences and use the terms correctly in the sentences.

ACTIVITY SHEETS 2-9
Evaluated to the satisfaction of the teacher.

UNIT VIII-1

ANSWERS TO UNIT TEST

A.

1. d
2. c
3. a
4. b
5. e

B.

1. To fulfill needs
2. To fufill wants

C.

1. F
2. F
3. T
4. T
5. F
6. F
7. T

D.

Computer

E.

The best way to be ready for the future is to understand the present.

F.

1. d
2. b

G.

a. 2
b. 3
c. 1
d. 4

H.

Three of the following:

1. Do something you enjoy.
2. Call a friend and tell him/her about the problem.
3. Discuss your problem with an adult.
4. Take care of yourself.
5. Seek help from someone trained in helping others.

Compliance Statement

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 22375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except when age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.